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THE SCHOOL JOURNAL

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No. 7

OSSIAN LANG, Editor.

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School Administrators Live and Dead

Chicago has raised to the surface for discussion more school problems than any other place in the country. Whether the gain to the children in the schools is the greater or not thereby will be difficult to determine; perhaps it is not. All depends upon the spirit in which the discussions are carried on. If selfish motives govern the tongues and manipulations of the contestants the results must needs be disastrous. On the other hand, if the common purpose is the improvement of educational opportunities and the greater happiness of the generation now being trained for the struggle of life, the outcome must be one that will give joy to the angels in heaven. However, as between a place where educational questions are more or less under fire at all times and the school system which has snuggled down into a settled routine, the former condition is more hopeful than the latter.

It is only natural that many superintendents should be constantly praying for peace and quiet. Routine has many attractions. The superintendent who has settled all questions, past, present, and future, to his own satisfaction, has an easier time of it than one who is forever struggling for fuller visions of truth. He can give his whole strength to keeping his fences in repair and surrounding himself with influential friends who will sustain him against disturbers of his repose. He will try to make positiveness pass for conviction; mandate for superior judgment; silence, with a cynical smile upon its lips, for the wisdom of an expert. He has completed the circle of perfection. There is nothing new under the sun; then let us be content with the former things, and assign to Pluto's abode whosoever and whatsoever interferes with the smooth running of the machinery of the system.

The seeker for light does not manage schools by issuing general orders. He is ever on the lookout for new developments. In the meekness of his consciousness of imperfection he believes he can learn of any one who has achieved something. It never occurs to him that his appointment as principal of a New York city school relieves him of the necessity of keeping in touch with the progress of education outside of the sacred limits. In fact, he has almost a passion for growth. New educational ideas, whether originated in Keokuk, Ishpeming, or on the corner of Fifty-ninth Street and Park Avenue, have an irresistible attraction for him if they only help to throw light upon his work and reveal more fully the possibilities of the school. He does not build upon the sands of present official favor, nor does he trust to a legal breakwater to insure his tenure of office. He seeks first the kingdom of God, seeks it always without wearying, and wins human freedom thereby. He need not be a truckling, cringing slave. He can hold his head high. His work speaks for him.

The day is not far distant when people will know how to determine the efficiency of a teacher. Then the reckoning will come. Blandishments and "pull" will no longer afford protection. Let appearances

be what they may, success as teacher and school administrator is attained only by those who keep growing.

The Open Door.

Representative James M. Esler has introduced in the Pennsylvania Legislature a bill authorizing the establishment of night schools for immigrants in labor camps. This ought to meet with hearty support. What a camp school can do has been beautifully illustrated by Miss Sarah Wool Moore, of the Society for Italian Immigrants. Her school in a camp shack near Pittsburg proved a blessing to many. The salvation of this country is more than ever before in history dependent upon the diffusion of education. Wherever there is an expressed desire for instruction tending to economic improvement and more efficient citizenship, there should be ready response. The Italians appear to be especially good material. Usually their early education has been neglected, but they are ambitious for improvement. Their frugal habits give them much unoccupied leisure time, which people of other nationalities are apt to consume in liquor shops.

The Americanization of foreigners so-called is not accomplished by prohibitory methods, and anti-this and that organizations. A positive program alone can assure success. Substitution of something better for that which is undesirable is the true method of progress. Education sensibly conceived and applied is always progress. Let us have schools wherever people can be induced to attend them. Let the common schools be for everybody the open door to economic and social improvement, to sociability, to greater efficiency, and to all that makes for an increase of human happiness.

European School Statistics.

The following statistics show an interesting relation between schools and population in Europe. In Germany there is one school to every 700 inhabitants, and on an average 100 children attend one school. The expense amounts to 38.25 cents a head of population. In France there is a school to every 500 inhabitants, a school is attended by sixty-six children, and every Frenchman contributes 29.5 cents to the expenditure.

In Italy, where there is a school to every 600 inhabitants, a school is visited by fifty-six children, and a pupil costs 16.75 cents. In Spain there is also a school to every 600 inhabitants, and fifty-six children constitute the average attendance. Every child, however, requires an annual expenditure of 25 cents.

In England, conditions are similar, but the cost amounts to 27.25 cents for each child. Austria has a school to every 104 pupils and every 1,300 inhabitants, at a cost of 19.1 cents.

In Russia there is a school to every 2,300 inhabitants, and the school expenditure of a Russian amounts to 5.5 cents.

It Pays to Reform Boys.

In order to find out whether it pays the State to maintain reformatories for the care and training of "bad boys," Bishop Samuel Fallows has made a careful investigation and publishes the results in *The World To-day* for February.

"I have taken at random," he says, "eighty names from the list of boys paroled to Chicago from the Illinois State Reformatory during the last five years, and found their earnings were nearly \$40,000 a year. The highest salary was \$100 per month and the lowest \$20 and board. Many were earning \$80, \$70, \$65, \$60 and \$52 monthly. The average wages of the more than six hundred boys who have faithfully kept their parole during that time can be safely estimated at the average above given, \$500 a year. And as that number are now still steadily employed, so far as is known, their annual productive value is \$300,000.

"Making a very conservative estimate, the sixty-five per cent. only of the more than two thousand boys who have been sent back to Chicago have become good citizens, and taking the average earnings, just given, these one thousand three hundred young men are annually receiving \$650,000 for their services.

"I took thirty names of Chicago boys on parole at the present time and found that they were receiving on an average \$400 per year. Later on they will average as above, \$500.

"Taking the same average of sixty-five per cent. of the six thousand boys already paroled from the institution, and of the earnings just enumerated, we have \$2,000,000 as the amount annually paid them. Applying the same low average of reclamations and earnings to the more than thirteen thousand inmates discharged from the Elmira Reformatory, we find the annual sum paid them to be more than \$4,000,000. Thus the graduates of two out of the ten adult reformatories in the United States are being paid more than \$6,000,000 per year. They are earning an amount equal to the entire annual expenditure of all the reformatories and industrial schools in the United States."

Is it worth while? And if the economic results are so cheering, how much greater must be the gain for the higher life of the world!

The federal Bureau of Education has just issued a valuable bulletin on "State School Systems: Legislation and Judicial Decisions Relating to Public Education, October 1, 1904, to October 1, 1906." It was prepared by Prof. Edward C. Elliott, of the University of Wisconsin. Commissioner Brown writes: "The bulletin is intended to serve a special

purpose. The legislatures of forty States will convene on or soon after the first day of January, 1907. In the most of these States bills will undoubtedly be introduced looking to improvements in the several State systems of education. It frequently happens that the framers and promoters of such bills, and members of the legislature who are called to vote upon them, are desirous of acquainting themselves with precedents set in the recent school legislation of other States, and may in fact derive many valuable suggestions from such legislation. It is hoped that the publication here offered will in large measure meet this need and will accordingly prove directly serviceable in the spread of improvements in our educational systems."

The Bureau will soon issue several other noteworthy bulletins, among them one relating to changes in city school systems in the United States within the past two years, by Professor Elliott; one relating to the system of schools for backward and otherwise exceptional children in Germany, by Prof. Fletcher B. Dresslar, of the University of California; one relating to instruction in music in the United States, by Prof. Arthur L. Manchester, of Converse College, Spartanburg, S. C.

Supt. W. E. Chancellor, of the District of Columbia, has been appointed lecturer on school administration of the summer session of Chicago University. He will give two courses for superintendents and for teachers, July 25 to August 31.

A London school physician, who found that but two children out of one thousand used toothbrushes, has recommended that every child be given a toothbrush at the beginning of the year and required to use it each day at school.

Daniel Spafford Giffin, a prominent lawyer of Ogdensburg, N. Y., who had served his town for forty years as Justice of the Peace, died last week. His occasional contributions to THE SCHOOL JOURNAL revealed his deep concern for the education of the young.



The Robin Hood Cast at the Washington Irving High School, New York City.

Robin Hood at the Washington Irving High-School.

[I know of no school in which the things that girls love to do are used more cleverly or intelligently by their teachers to contribute to the general fund of education than the Washington Irving High School of New York City. The daily newspapers recently published very complimentary notices of a dramatic presentation of *Ivanhoe* combined with Robin Hood legends as given in this school. Feeling sure that the readers of *THE SCHOOL JOURNAL* will be delighted with a report of the production, I asked Miss Mary Hooker Johnson to furnish such a description. It was Miss Johnson who originated the entertainment and constructed the play. Miss Ida Sundman designed the illustrative dancing.

The art department of the New York *Tribune* kindly furnished the photographs which are here reproduced; the courtesy is thankfully acknowledged.—OSSIAN LANG.]

The question, asked eagerly by the girls of the Thirteenth Street division of the Washington Irving High School, the first Monday in December, was not "Shall we have a play on the day before the holidays?" This was taken for granted; but the question every one wished answered was, "What shall the play be?"

Perhaps the kind criticism of sympathetic audiences in former years gave courage, for it was decided to attempt six scenes from the life of that merry outlaw Robin Hood, in spite of the fact that the entire cast must be made up of girls, averaging not over fifteen years of age.

From the beginning interest ran high; for the first assignment to the cast was the reading of Howard Pyle's fascinating narrative in "The Merry Adventures of Robin Hood." This gave every actor, however unimportant her part, an idea of the general atmosphere of the times, an understanding of the really noble characters of Robin Hood and his men, and an appreciation of the quaint Old English phrasing. In this charming book the narrative is so dramatic, the illustrations so significant, and the dialog so perfect in character and spirit, that it was no very difficult task to arrange six fairly logical scenes, thus:

SCENE 1. Sherwood Forest. In which gay Robin Hood and his mischievous band prepare to attend the shooting match given by the wily sheriff of Nottingham to catch the tormenting outlaw.

SCENE 2. Nottingham Town. In which a ragged

beggar, with a scarlet patch over one eye, wins in the archery contest the golden prize arrow from the sheriff's own hand, in the face of a great company.

SCENE 3. The Guild-hall at Nottingham Town. In which at a banquet, the duped sheriff learns that it was Robin Hood himself who won the golden prize arrow; the fun-loving King Richard hears some of the merry adventures of this bold outlaw and plans to make the acquaintance of the merry knave in Sherwood Forest.

SCENE 4. Sherwood Forest. In which is given Allan-a-Dale's sad tale of his sorrowing love for Ellen o' the Dale, and bold Robin's plan to win the bride for the heart-broken minstrel.

SCENE 5. First the Forest, where Robin waits the gathering of the wedding party at the church; then the church, where the wedding is solemnized by Friar Tuck, but with a change in bridegrooms, and last, the Forest, where Allan and Ellen in dreams of bliss are blessed by the dancing fairies of the wood.

SCENE 6. The Forest. In which seven strange friars feast with Robin Hood, and the merry outlaws are transformed into royal rangers of good King Richard of the Lion Heart.

To present these six scenes, a cast of "goodly men" was needed: men in Lincoln Green, court gentlemen, tinkers, friars, archers, knights, men-at-arms, heralds, yeomen, as well as court ladies, dames, peasant girls, and fairies. It was no easy



"Dance of the Fairies"

matter, in a school of six hundred gentle girls, ranging in age from twelve to sixteen, to find such characters as these: a merry, bold, handsome Robin Hood; a stalwart, fair-haired King Richard; an exasperated Sheriff; a fat, selfish Bishop; a lusty, bluff Little John; a loyal, sympathetic Will Scarlet; a care-taking, anxious David of Doucaster; a good-humored, wine-loving Friar Tuck. But when the parts were finally assigned, it was interesting to see the energy and determination with which each girl undertook her difficult rôle.

Then came regular rehearsals, at first with the groups of speakers in the different scenes, then finally with only two rehearsals of the entire cast, for everything had to be done within two short weeks. At the last minute of rehearsing it was found that the shooting in the archery contest threatened ruin for Scene 2, when such famous archers as Adam o' the Dell, Diccon Cruikshank, and William o' Leslie, hit everything and anything—except the target. Then feather-shafted, brass-pointed arrows were abandoned, and the shooting was acted with so much spirit that no audience even laughed at being required to imagine the arrows Robin Hood was said to be notching.

During the two weeks of work upon the play it was interesting to watch the work in the class-room. When the parts were assigned, Robin Hood, feeling suddenly the dignity of the character, said, "Now I shall have to stand up straight if I am to be the King of the Forest."

It is the custom of the school to permit no one who is below a passing mark in any subject to take part in a play. One girl seemed indispensable in the cast, but one low-grade subject stood in the way. There was only one thing to be done, and she accomplished it. She did a week of hard studying, took an examination and passed it with 85 per cent., and so the ban was removed. It turned out to be a permanent improvement, for good standing had taken on an added value to the dilatory student. One girl said, "I shall get my lessons well now, if I never do again, so no one can say I neglected them for the play."

Between times everybody sewed. There were Lincoln green doublets to be made for the members of the band, capes for court gentlemen, gowns and cowls for friars, tinsel-trimmed tarlatan dresses, with flower wreaths and wands for fairies, a purple ermine-trimmed robe for the sheriff, a black gown and mitre for the bishop, white surcoats with red crosses for the heralds and the men-at-arms, and for everybody, jaunty feather-trimmed hats and the long, curiously pointed shoes of the period.

It was a goodly bit of dressmaking for a week of afternoons and one Saturday. Everybody blessed the knowledge gleaned in sewing classes, for every bit of ingenuity was needed to make paper cambric and cotton batting into robes of purple velvet and ermine, and all at the average cost of forty cents for each girl.

When ingenuity failed, donations and loans came in to fill the gaps. Brass curtain chains played the rôle of showy gold, masquerade dresses and fancy scarfs fitted out court ladies, and the ever adaptable soft felt hat added jauntiness and color in many places.

The arrangement of the stage was a local problem that took the remaining Saturday to solve. Sherwood Forest was made of green cambric hangings relieved by ground pine, hemlock, and holly, with balsam trees in the fore-ground for the trysting-tree over Robin Hood's mossy throne. The odor of real balsams in the air, and electric lights to give a soft effect, completed the illusion. For other scenes, the old device was resorted to of sending before the curtain two brown friars bearing the names of the scenes.

When December 24, the day of the first performance, came, no one knew just what would happen, but every one knew what might happen—and trembled before the three hundred pairs of eyes that looked in wonder upon the improvised forest. Would they see the green-covered ash-cans that formed the bulging trunks of slender balsams—and laugh? Would the illusion of the play be strong enough to make them forget realities and hear the mirth of the outlaws ring true in the opening song, "'Tis merry, merry, merry, merry, journeymen we are."

No one knew quite how it happened, but the crisis passed. Nobody laughed and everybody listened as attentively as the band itself to the ringing challenge of Robin Hood: "Now hearken, my merry men all, to the news that I have brought from Lincoln Town to-day. Our friend, the sheriff of Nottingham, hath proclaimed a shooting-match, and the prize is to be a bright golden arrow. Now I would fain have one of us win it. What say ye, lads?"

Even in this crude presentation by young girls, there was something of the magic charm of forest glades, of the reckless freedom of bold, merry knaves, of the loyal deeds of true hearts, of the things that have made Robin Hood and his men favorites in song and story for more than seven centuries. What the play could say of these things made even a crude attempt worth while.

But it was well worth while for other reasons. To-day the girls who had parts in it say, "Our two weeks of work on the play were two of the happiest weeks in our school life." As the girls were studying, rehearsing, sewing, chatting together, new and firm friendships sprang up. Traits of character, depths of feeling, powers of concentration, memory, and appreciation, unimagined before, were revealed every day in a surprising degree. Teachers learned to know and appreciate the sterling qualities of girls in their classes who were almost strangers before. Girls learned to know the teacher in other relationships from the one in which they usually regard her, as a kind of policeman, ex-officio. So if the play of "Robin Hood" had failed to interest the audiences in the doughty outlaw of King Richard's reign, if it had added nothing to the charm of Locksley in "Ivanhoe," it would still have repaid richly the teachers and the students who had any part in giving it.

But this performance of the play has interested the reading public of our school, and has increased their demand thirtyfold for stories of Robin Hood, so that there are not books enough in the public libraries to supply the eager readers. So perhaps it was worth while to try to give "Ye Goode Olde Playe of Robin Hood."

Mr. Bryce Decorated.

On February 11, King Edward conferred the Order of Merit upon James Bryce, the new Ambassador to the United States. This order is very highly esteemed in Great Britain. It was founded in 1902. Its members consist of less than a score of the most eminent men in the United Kingdom. Among them are Lord Kitchener, Lord Roberts, Lord Kelvin, Lord Wolseley, John Morley, Admiral Sir John Fisher, Sir Lawrence Alma-Tadema, and George Meredith. The order is confined to British subjects who have won "conspicuous distinction" in the naval or military services, or in letters, art, or science. Members may write the initials O.M. after their names. They may hang a representation of the ribbon and badge from the escutcheon containing their armorial bearings.

Recent Legislation Relating to Subjects to be Taught in Schools.

Summarized by Prof. EDWARD C. ELLIOTT.
[United States Bureau of Education.]

HISTORY, CIVICS, AND PATRIOTISM.

ARKANSAS: Relating to the study of Arkansas history and the promotion of the spirit of patriotism in the public schools.

SEC. 1. That the 19th of January, the birthday of Robert Edward Lee, shall be observed in all the public schools of this State as a day for patriotic exercises and the study of the history and achievements of Arkansas men.

SEC. 2. The state superintendent of public instruction is hereby authorized to prepare and publish annually for use in all the schools of the State a program of exercises, dealing with events in the life of General Lee and other distinguished Southern men, giving attention also to the achievements and work of eminent men who have served this State in civil and military life.

SEC. 3. It shall be the duty of county examiners, city superintendents, and principals of schools to aid in carrying on this work, and they shall arrange the exercises of their various schools in accordance with the provisions of this act.—Act No. 35, February 14, 1905.

SOUTH CAROLINA: Providing for the celebration of March 18 as South Carolina day in the public schools.—Act No. 18, February 17, 1906.

PHYSICAL EDUCATION.

PENNSYLVANIA: Amending sec. 1, chap. 145, Laws, 1885, as amended by Act of May 21, 1905, and Act of February 21, 1901 (sec. 144, p. 147, Brightley's Digest, 1893-1903), relating to the establishment of mechanic art school in cities of the second and third class and boroughs and townships of the first class.

Permitting establishment of schools for instruction in *athletics*, in addition to other subjects.

SEC. 1. That in every city of the second class the central board of education, and in every city of the third class the board of school controllers, and in every borough and township of the first class the board of school directors, shall have power to establish and maintain one or more schools for the instruction of pupils in the useful branches of the mechanic arts, athletics, and kindred subjects, to provide the necessary buildings, machinery, apparatus, and materials and to employ teachers and instructors therefor.—Act No. 36, March 24, 1905.

MASSACHUSETTS: Relating to the authority of school committee over public school athletic organizations.

SEC. 1. The school committee may supervise and control all athletic organizations composed of pupils of the public schools and bearing the name of the school.

SEC. 2. It may directly or thru an authorized representative determine under what conditions such organization may enter into competition with similar organizations in other schools.—Chap. 251, April 5, 1906.

PHYSIOLOGY, HYGIENE, ALCOHOL, NARCOTICS.

NORTH DAKOTA: Amending secs. 648 and 750, Revised Code, 1899, relating to the teaching of physiology and hygiene and the nature and effect of alcoholic drinks and other narcotics in public schools.

Specifying amount of time to be devoted to instruction from text-books: Four lessons per week for ten weeks for all pupils below high school and

above third grade. Other lower grades three oral lessons per week for ten weeks.—Chap. 106, March 13, 1905.

SOUTH DAKOTA: Providing for systematic instruction as to nature of alcoholic drinks and narcotics and their effect upon the human system to all pupils in all public schools.

Adequate text-books to be provided. After July 1, 1906, examination in physiology and hygiene, with special reference to effect of alcoholic drinks, stimulants, and narcotics upon the human system to be taken for all teachers' certificates granted.—Chap. 105, March 6, 1905.

MORAL AND ETHICAL EDUCATION.

VIRGINIA: Amending sec. 1497, Code, 1904, relating to subjects to be taught in public free schools.

Providing for moral education.—Chap. 248, p. 443, March 15, 1906.

HUMANE TREATMENT OF ANIMALS.

NORTH DAKOTA: Providing for the teaching of the humane treatment of animals in the public schools.

1. * * * That there shall be taught in the public schools of North Dakota, in addition to the other branches of study now prescribed, a system of study of the humane treatment of animals; such instruction shall be oral and to consist of not less than two lessons of ten minutes each per week. The principal or teacher of every school shall certify in each of his or her reports that such instruction has been given in the school under his or her control.—Chap. 108, March 6, 1905.

OKLAHOMA: Providing for a scheme of ethical and humane education for the public schools.

One half hour of each week, thruout school term, to be devoted to teaching kindness, humane treatment, and protection of animals.

Prohibiting vivisection.—Chap. 33, Art. 12, March 4, 1905.

PENNSYLVANIA: Providing for a system of humane education, to include kind treatment of birds and animals, in the public schools.

Instruction to be given for one half hour per week thru first four grades, and prohibiting experiments upon living creatures as demonstrations in physiology in any public school.—Act No. 41, March 27, 1905.

MUSIC.

ARIZONA: Amending sec. 1, Act No. 46, Laws, 1903, relating to employment of teachers of music and drawing.

Extending provisions of act so as to include any school district (previously districts having population of one thousand or more).—Chap. 12, February 21, 1905.

ELEMENTARY TECHNICAL, MANUAL, AND INDUSTRIAL TRAINING.

ARIZONA: Providing for instruction in manual training and domestic science in the public schools.

Empowering boards of school trustees of districts having two hundred or more children of school age to employ special teachers; course of study to be approved by Territorial Board of Education; special tax levy for support; free tuition to resident pupils.—Chap. 20, March 3, 1905.

IOWA: Adding section to chap. 4, title 13 of the

Code, 1897, relating to State College of Agriculture and Mechanic Arts.

Providing for the establishment of a department of ceramics, at the State College of Agriculture and Mechanic Arts, " * * * for the technical and practical education of clay workers, cement manufacturers and users, and other allied pursuits in all branches of those arts which exist in this State or which can be profitably introduced and maintained in this State from the mineral resources thereof * * *" (sec. 1).

Providing also for the investigation and testing of clays and other mineral resources.—Chap. 124, April 12, 1906.

KENTUCKY: Appropriating \$20,000 for industrial training for colored persons and for completing girls' dormitory and providing water for ordinary use and fire protection at Kentucky Normal Industrial Institute.

* * * The providing for industrial training to the end that the colored youth of the Commonwealth may be trained into industrious habits and useful trades. * * * —Chap. 56, March 20, 1906.

LOUISIANA: Proposing amendment to Art. 252, Constitution, 1898, relating to appropriation for the Louisiana Industrial Institute.

Removing requirements for appropriations thereto.—Act No. 3 (Joint Resolution), June 11, 1906.

MASSACHUSETTS: Providing for an extension of time (until April 1, 1906) within which report shall be made by the commission appointed to consider the needs for technical education in the different grades of industrial skill and responsibility.—Resolves, Chap. 1, p. 795, January 10, 1906.

MASSACHUSETTS: Resolution providing for a commission to consider the needs for technical education in the different grades of industrial skill and responsibility.

Resolved, That the governor, with the advice and consent of the council, shall, within thirty days after the passage of this resolve, appoint a suitable commission of nine persons, citizens of the Commonwealth, representing the manufacturing, agricultural, educational, and labor interests, to serve for such compensation as the governor and council shall approve, to be known as the Commission on Industrial and Technical Education. Said commission may employ experts and all necessary clerical and other assistance, and may incur such reasonable expenses, including traveling expenses, as may be authorized by the governor and council. Before incurring any expense the commission shall from time to time estimate its probable amount and submit the estimate to the governor and council for their approval, and no expense shall be incurred by the commission beyond the amount so estimated and approved. The commission shall report to the general court on or before the second Wednesday of January, in the year nineteen hundred and six, with such recommendations for legislation as it may deem expedient. The powers of the commission shall terminate on the said second Wednesday in January. The commission shall investigate the needs for education in the different grades of skill and responsibility in the various industries of the Commonwealth. They shall investigate how far the needs are met by existing institutions, and shall consider what new forms of educational effort may be advisable, and shall make such investigations as may be practicable thru printed reports and the testimony of experts as to similar educational work done by other States, by the United States Government, and by foreign governments. There may be expended from the treasury of the Commonwealth a sum not exceeding fifteen thousand dollars to carry out the purposes of this resolve; provided, however, that not more than five hundred dollars

shall be paid in full for services rendered as compensation to any member of the commission.—Resolves, Chap. 94, May 24, 1905.

MASSACHUSETTS: Repealing sec. 10, chap. 42, Revised Laws, 1902, relating to industrial schools, and providing for the establishment of the Commission on Industrial Education.

Providing for the appointment and organization of the Commission, and its duties, powers, and authority relating to the establishment and supervision of independent industrial schools thruout the State. Graduated scale of State aid on basis of amount raised by local taxation for support of schools.

Authorizing Agricultural College to establish normal department for instruction of teachers in the elements of agriculture.—Chap. 505, June 20, 1906.

MINNESOTA: Providing for the establishment, organization, and maintenance of county schools of agriculture and domestic science.

Such schools may be established by county commissioners upon vote by electors of county. Two or more counties may unite for such purpose. Maximum annual expenditure, \$20,000. Creating county school board for control. Providing for State aid for not to exceed two schools.—Chap. 314, April 19, 1905.

NEW JERSEY: Providing for short courses in practical and scientific agriculture in State Agricultural College. Making general appropriation of \$24,000 for initial establishment and annual appropriation of \$6,500 for maintenance.

1. The trustees of the State Agricultural College of New Jersey be, and they are hereby required to establish in said State Agricultural College a department which shall provide short courses in agriculture, equipped and designed for the practical education of students in both general and specific lines of farming.

2. Said department shall offer special instruction to students on soils, crops, fertilizers, manures, drainage, farm machinery, farm building, breeds of live stock, stock judging, animal diseases and remedies; production and handling of milk and cream, the manufacture of butter and cheese; the growth of fruits, berries, management of orchards, market garden, and vegetable crops, and insects injurious to the various plants, diseases of plants; animal nutrition, including the use of forage crops, cereal grains, fine feeds, and all other matters pertaining to general and specific lines of farm practice.

3. Said department shall be provided with suitable buildings for stock judging, butter making, milk testing, and lecture rooms; said building shall be equipped with the necessary apparatus and machinery for carrying out the specific instruction provided for in section two.—Chap. 55, March 25, 1905.

NEW JERSEY: Amending sec. 1, chap. 164, Acts, 1881, relating to the establishment of industrial schools.

Increasing maximum annual State aid from \$5,000 to \$7,000.—Chap. 20, March 20, 1906.

WISCONSIN: Amending sec. 447, Statutes, 1898, relating to the curriculum of the public schools.

Providing for the teaching of the elements of agriculture in district schools.—Chap. 158, May 3, 1905.

DAYS FOR SPECIAL OBSERVANCE.

ARKANSAS: Establishing Arbor Day. First Saturday in March.—Act No. 209, April 25, 1905.

CONNECTICUT: Amending sec. 2140, General Statutes, 1902, relating to Flag Day exercises.

Governor to designate, by annual proclamation, June 14 as Flag Day.—Chap. 146, June 16, 1905.

The Relation of our Educational Ideals to Present Day Civilization.

[From the report of the Committee on "The Length of the Combined School and College Course," appointed by the Educational Council of the Colorado Teachers' Association.]

In the discussion of educational problems there is always a danger that the point of view taken is too narrow and that, therefore, decisions will be rendered which will be out of harmony with the needs and demands of the community affected.

* * * The elements combining to form what we term civilization are so numerous, and in many instances so obscure, that no one can hope to accomplish a survey of the relation of educational ideals to civilization which does more than notice the more important features. If this were not so, educators and philosophers would have solved the problem long ago, and education would have become as stereotyped a performance as is the teaching of the alphabet.

The elements of civilization are in constant motion, new ones are coming into play and old ones are dropping out of sight with incomprehensible rapidity. It should be the function of educators to observe as many of these modifications as possible and whenever advisable, to modify methods and harmonize them more closely with civilization. There should result an output more effective in adjusting itself to the new demands of civilization and better able to do something toward modifying the demands of civilization in a way which will increase the welfare and therefore the happiness of the community at large.

Fundamentally, education is the utilization of human experience. Progress from lowest savagery to higher and higher stages of civilization has been attained entirely thru the power of man to utilize the experience of his predecessors, to avoid the needless repetition of error, and to repeat those things which generally by accident were found at some time to accomplish some purpose more efficiently, more economically, or more rapidly than the method previously used. When it became possible to preserve more of this painfully or accidentally acquired knowledge by the written or printed page, progress became much more rapid. It will continue rapid or become slow just in proportion as we are able to utilize the results of experience.

Any consideration of education should begin with its inseparable relation to the social order. Two points of view may be maintained. The one is that the kind of civilization extant, the degree of intelligence of a community determines unalterably the character and effectiveness of the education furnished or obtainable in that community. The other maintains that the character of the education obtainable determines the degree of intelligence existing and the kind of civilization extant.

To be more specific, this is undeniably a commercial and industrial age. More than in any preceding century we witness great genius absolutely devoted to the furtherance of great commercial or industrial plans. The one theory would say that this being the dominant note of the age, our school curriculum and our educational ideals should reflect and be controlled by this fact. The other would say that this is such an age largely on account of the character of our educational practices which have unconsciously but consistently magnified financial ideals. The advocates of this theory are necessarily forced back to the argument that the education of the individual or the community is a much broader and deeper process than that obtained in the schools, and that the great modern prominence given to material success has produced a very real

educational ideal permeating the whole community and breathed by the child from his earliest conscious moments.

When these theorists attempt any constructive work in harmony with this theory, they suggest that the work of the school as one of the factors of the educational process is to create an environment in which higher ideals predominate and become effective enough to offset the commercial or materialistic educational ideal which otherwise will continue to be dominant.

It becomes immediately obvious that each contestant has some truth on his side. The dominant ideal of a given civilization must to some extent be an ideal in the conscious educational process approved and supported by that civilization. Conversely it becomes the duty of educational leaders and those who have the power to influence the thought and the ideals of a community, to criticize the character of a civilization, to point out its weaknesses and to offer and endeavor to secure thru the schools the striving for ideals which will raise that civilization to something higher and nobler.

What is the character of the society in which we are living? We believe and we teach our pupils that we live in a democratic society. Now a democratic society, to be truly democratic and to preserve its continued existence, must be a conscious organism. The nature of its own processes must become clear to it; it must understand the nature of its development and must know definitely that for which it is striving. Otherwise it will nourish within itself the seeds of decay and sooner or later give way to a society which does know the process of its development and the ideals for which it is striving. It is because of the lack of faith in the inherent power of democracy to become conscious of its own processes that many thinkers openly scoff at it and claim that democracies are invariably deluded and hoodwinked and really governed by individuals or by oligarchical organizations which are guided by the conscious ideal of power to be used for selfish aggrandizement.

To overcome this it is necessary to have consciously present in the mind of every teacher two ideals. One is a social ideal, the other an individual ideal.

1. A democratic society can be truly great and efficient only as every individual member of that society is able to harmonize himself, his own ideals, and his own ambition with the welfare and progress of his own community. The harmonizing of the individual to his environment is thus one conscious ideal of the teacher.

2. A democratic society can progress and reach a higher civilization only as its individual members develop powers and capabilities which, rightly used, increase the sum total of efficiency of that democracy. While much progress has come thru accident and the power of man to repeat and retain the particular thing discovered by accident, it is also true that with every advance of civilization the probability of further advance thru accident becomes less and the probability of advance thru the discovery by the strictly scientific processes of the highly trained mind, quick to see the application of a new combination of previously known facts, becomes greater.

The second conscious ideal of the teacher therefore, is to develop the power of each individual as

far as possible, to the end that his usefulness to the community may be enlarged.

We hear much about individualistic education *vs.* socialistic education. There is no logical ground for the existence of two hostile schools. Every true teacher should have these two governing ideals, the harmonizing of the individual to his environment and the development of the powers of the individual to enable him to modify that environment in the interests of a more efficient community life, a more real democracy.

Growing from these ideals, which I believe to be fundamental, come many specific ideals which combine to make the course of study. No ideal not in harmony with true socialistic and individualistic development should be tolerated in an educational system. Does the United States have an ideal which it is attempting to realize? If I understand the matter, the self-conscious aim of the true American patriot is to develop a civilization which will in the highest sense of the word be self-governing. In theory our laws by which we are governed are laws of our own making. The truth of this is manifest when we see how in many an otherwise well governed community, a law which does not have its basis in the approval and support of the great majority of the citizens almost invariably is a nullity. Were it otherwise we could scarcely be justified in calling ourselves citizens of a democracy. If we as citizens were not competent to make our own laws, we should have no right to demand democratic government.

A pessimist might seize upon this statement and claim that we as yet do not manifest to any marked extent that power. It is true that we as yet are not a real democracy and cannot be until we are far nearer the realization of the first educational ideal than we are at present. If this ideal were attained we would really be individually self-governed.

In the very nature of things, however, complete realization of an ideal can not be attained. It is the function of education to approach its realization as nearly as possible. We will never reach the time when laws made and enforced by the community are not necessary, but we can hope thru education to bring the great majority of individuals into a close enough harmony with their environment to render easy the passage of good laws, unnecessary to this majority, but enforced upon the minority unable or unwilling to work in harmony with the environment.

It is true that in a civilization as complex as is ours, many occasions arise which necessitate the formulation of laws designed to regulate commercial procedure and to safeguard interests which otherwise might be injured. Specialists in legislation are as necessary in a modern democracy as specialists in any other activity. Modern democracy includes necessarily the republican idea of representation. A failure to recognize this results in many ill-advised criticisms of democracy. If the democracy is real the republicanism will be real and the people will in truth be represented. If the democracy be such in name only, there can be no genuinely republican government and the supposed representatives of the people will be representatives of special interests, and will legislate for the people only when such legislation is not incompatible with the demands which they serve.

Let us return to the second fundamental ideal, the development of the power of the individual. Not for centuries, if ever, can we hope to have a democracy so efficient as not to need intelligent, effective, inspiring leadership. The great advantage which the democracy offers is that any one with power, character, and trained faculties can, to the extent of his capabilities, be a leader. We are all of us leaders if we have anything in us which given

out to others influences any one. The facility with which ideas are exchanged in a modern democracy gives every one his opportunity for leadership.

The more effective our leadership, the more real becomes the democracy, and the greater the possibility for advancing civilization. Hence there is a great necessity that the education of the individual be such as to develop within him his dormant power. Just to the extent that mass education cripples the development of this power is mass education not merely detrimental to the individual pupil, but injurious to the body politic. To the extent that mass education stimulates the individual and develops powers that otherwise might have remained unknown, does mass education justify itself as a sane method of administering public school systems. All educators realize that the proper relations between mass and individual education are not secured. Many experiments looking toward a readjustment of these relations have been and are being made.

The plan destined to be successful is the one which uses the mass system sufficiently to secure the benefit of class inspiration and the stimulation of mind upon mind, while also carrying on individual instruction sufficient to help the pupil over stumbling-blocks which the general recitation cannot satisfactorily conquer, and to permit the development of power and interest which the class work cannot reach. Much of the talk about the so-called lock-step of the public school is nonsense. Special promotions and individual modifications of the curriculum are always practicable and serve greatly to lessen the danger of our children being turned out machine-made and like to each other as peas in a pod. There remains at the best, however, sufficient truth in the charges to make the problem how to obtain the maximum of individual instruction and yet secure the advantages of class instruction the most important educational problem before us to-day. Accepting the ideals of harmony with environment and development of power of the individual as fundamental at all times and essential to any civilization, what ideals consistent with these should consciously govern the educator working under present conditions?

1. We live in a democracy, therefore our ideals must be democratic.

2. The material prosperity of our country is commercial and industrial, therefore we must have ideals which will tend to produce individuals able to cope with commercial and industrial problems.

3. The great combinations of capital and those of labor are producing unique possibilities and new dangers. Educational ideals must conform to these new conditions.

4. City life is producing an environment narrower and more intensive than in former periods. School education must supply its deficiencies and produce individuals with an all round training.

5. A democracy whose members are not mainly governed by honesty and uprightness of purpose is in imminent danger. The school must consistently aim to develop character.

1. To some extent the question of ideals depending upon the fact of our living in a democracy has been touched upon in a previous section. A successful democracy needs a high level of intelligence in its individual members. The greater the proportion of ignorant citizens the greater the certainty that the supposed democracy is in reality an oligarchy. The ideal "universal education" thus becomes essential.

As the democracy becomes alive to the absolute necessity for universal education, the closely allied ideal "compulsory education" becomes prominent and a working factor in the educational system of a democracy. Compulsory education when it is

effective, introduces new factors into the educational scheme. What education is of most worth? The answer always depends upon the tastes, abilities, limitations, and environment of the individual to be educated.

Compulsory education forces into the school many whose tastes and inclinations would not voluntarily lead them there. In some cases the enforced school-room environment is successful and the child develops in power. In other cases the ordinary curriculum is unsatisfactory and the child develops in the school injurious habits. For such children different

educational ideals are necessary or rather readjustments of emphasis upon existing educational ideals.

Education thru manual training is now accepted as invaluable. In many schools all children are compelled to take this work as a fundamental portion of the curriculum. But in practically all elementary schools where manual training is offered at all, the amount of time devoted to it is very meager. This is necessarily so on account of the congested condition of the curriculum and the accepted time limitations of the school day.

(To be continued.)

Ask in High School English Class Whence Came These Quotations.

Selected by SUSAN PERRY PECKHAM, New Hampshire.

"When icicles hang by the wall,
And Dick the shepherd blows his nail,
And Tom bears logs into the hall,
And milk comes frozen home in pail; . . .
To-whit, to-who, a merry note."
(SHAKESPEARE'S—"Love's Labor's Lost.")

"Within the hall are song and laughter,
The cheeks of Christmas glow red and jolly,
And sprouting is every corbel and rafter
With the lightsome green of ivy and holly."
(LOWELL—"Sir Launfal.")

"No warmth, no cheerfulness, no healthful ease,
No comfortable feel in any member—
No shade, no shine, no butterflies, no bees,
No fruits, no flowers, no leaves, no birds,
November!"
(HOOD—"No.")

"We watched the first red blaze appear,
Heard the sharp crackle, caught the gleam
Of whitewashed wall and sagging beam,
Until the old, rude-furnished room,
Burst, flower-like, into rosy bloom."
(WHITTIER—"Snow Bound.")

"Thy wee bit housie, too, in ruin!
Its silly wa's the win's are strewin'
An' naething now too big a new ane
O' foggage green!
An' bleak December's winds ensuin',
Baith snell and keen."
(BURNS—"To a Mouse.")

"The south-wind searches for the flowers whose fragrance
late he bore,
And sighs to find them in the wood and by the stream no
more."
(BRYANT—"Death of the Flowers.")

"Heap on more wood! the wind is chill,
But let it whistle as it will,
We'll keep our Christmas merry still.
Each age has deemed the new-born year
The fittest time for festal cheer. . . .
England was merry England when
Old Christmas brought his sports again.
'Twas Christmas broached the mightiest ale;
'Twas Christmas told the merriest tale;
A Christmas gambol oft could cheer
The poor man's heart thru half the year."
(SCOTT—"Marmion.")

"Firm-braced I sought my ancient woods,
Struggling thru the drifted roads;
The whited desert knew me not,
Snow ridges masked each darling spot."
(EMERSON—"May-Day.")

"Numb were the beadsman's fingers while he told
His rosary, and while his frosted breath,
Like pious incense from a censer old,
Seemed taking flight for heaven without a death,
Past the sweet virgin's picture, while his prayer he saith."
(KEATS—"Eve of St. Agnes.")

"And in the nights of winter,
When the cold north-winds blow,
And the long howling of the wolves
Is heard amid the snow. . . .
With weeping, and with laughter
Still is the story told
How well Horatius kept the bridge
In the brave days of old."
(MACAULAY—"Horatius at the Bridge.")

"I remembered the gradual patience
That fell from that cloud like snow,
Flake by flake, healing and hiding
The scar that renewed our woe."
(LOWELL—"First Snow-Fall.")

"God makes sich nights, all white an' still
Fur'z you can look or listen,
Moonshine an' snow on field an' hill,
All silence an' all glisten."
(LOWELL—"The Courtin'.")

"Pure as winds that winnow snow."
(HELEN GRAY CONE—"Ride to the Lady.")

"Freeze, freeze thou bitter sky,
Thou dost not bite so nigh
As benefits forgot . . .
Most friendship is feigning, most loving mere folly;
Then heigh-ho, the holly!
This life is most jolly!"
(SHAKESPEARE—"As You Like It.")

"While firmer ice the eager boy awaits,
Trying each buckle and strap beside the fire,
And until bedtime plays with his desire,
Twenty times putting on and off his new-bought skates."
(LOWELL—"An Indian-Summer Reverie.")

"Come see the north-wind's masonry!
. . . The mad wind's night work,
The frolic architecture of the snow."
(EMERSON—"The Snow Storm.")

"It was the winter wild,
While the heav'n-born child
All meanly wrapt in the rude manger lies."
(MILTON—"Hymn on Christ's Nativity.")

"Ring, happy bells, across the snow;
The year is going, let him go;
Ring out the false, ring in the true."
(TENNYSON—"New Year's Eve.")

Chapman's Translation of the Iliad.

(Continued from THE SCHOOL JOURNAL of January 26.)

Jupiter, the great cloud-gatherer, griev'd
With thought of what a world of griefs this suit askt, being
atchiev'd,
Swell'd, sigh'd, and answer'd: 'Works of death thou urgest.
O, at this

Juno will storm, and all my powers inflame with contumelies.
Ever she wrangles, charging me in ear of all the Gods 500
That I am partiall still, that I add the displeasing odds
Of my aid to the Ilians. Begone then, lest she see;
Leave thy request to my care; yet, that trust may hearten
thee

With thy desire's grant, and my power to give it act approve
How vain her strife is, to thy prayer my eminent head shall
move;

Which is the great sign of my will with all th' immortall states;
Irrevocable; never fails; never without the rates
Of all powers else; when my head bows; all heads bow with it
still 510

As their first mover; and gives power to any work I will.'

He said; and his black eyebrows bent; above his deathless
head

The' ambrosian curls flow'd; great heaven shook: and both
were sever'd,

Their counsels broken. To the depth of Neptune's kingdom
div'd

Thetis from heaven's height; Jove arose; and all the Gods
receiv'd

(All rising from their thrones) their Sire, attending to his
court.

None sate when he rose, none delaid the furnishing his port
Till he came near; all met with him, and brought him to his
throne.

Nor sate great Juno ignorant, when she beheld alone 520
Old Nereus' silver-footed seed with Jove, that she had brought
Counsels to heaven; and straight her tongue had teeth in it,
that wrought

This sharp invective: 'Who was that (thou craftiest counsellor
Of all the Gods) that so apart some secret did implore?
Ever, apart from me, thou lov'st to counsel and decree
Things of more close trust than thou thinkst are fit t' impart
to me.

What ever thou determin'st, I must ever be denied
The knowledge of it by thy will.' To her speech thus replied
The Father both of men and Gods:

'Have never hope to know
My whole intentions, thou my wife; it fits not, nor would
show 530

Well to thine own thoughts; but what fits thy woman's ear
to hear,

Woman, nor man, nor God, shall know before it grace thine
ear.

Yet what, apart from men and Gods, I please to know, forbear
T' examine, or enquire of that.'

She with the cow's fair eyes,
Respected Juno, this return'd: 'Austere king of the skies,
What hast thou utter'd? When did I before this time enquire
Or sift thy counsels? Passing close you are still. Your desire
Is serv'd with such care, that I fear you can scarce vouch the
deed

That makes it public, being seduc't by this old sea-god's seed,
That could so early use her knees, embracing thine. I doubt,
The late act of thy bow'd head was for the working out 540
Of some boon she askt; that her son thy partiall hand would
please

With plaguing others.'

'Wretch!' said he, 'thy subtle jeal-
ousies

Are still exploring; my designs can never scape thine eye,
Which yet thou never canst prevent. Thy curiosity
Makes thee less car'd for at my hands, and horrible the end
Shall make thy humour. If it be what thy suspects intend,
What then? 'Tis my free will it should; to which let way be
given

With silence. Curb your tongue in time; lest all the Gods
in heaven 550

Too few be and too weak to help thy punisht insolence,
When my inaccessible hands shall fall on thee.' The sence
Of this high threatning made her fear, and silent she sat down,
Humbling her great heart. All the Gods in court of Jove did
frown

At this offence given; amongst whom heaven's famous
artizan,

Ephaistus, in his mother's care, this comely speech began:

'Believe it, these words will breed wounds, beyond our
powers to bear,

If thus for mortals ye fall out. Ye make a tumult here
That spoils our banquet. Evermore worst matters put down
best.

But, mother, though yourself be wise, yet let your son request
His wisdom audience. Give good terms to our lov'd father
Jove, 560

For fear he take offence again, and our kind banquet prove
A wrathful battle. If he will, the heavenly Lightner can
Take you and toss you from your throne; his power Olympian
Is so surpassing. Soften then with gentle speech his spleen,
And drink to him; I know his heart will quickly down again.'

This said, arising from his throne, in his lov'd mother's
hand

He put the double-handled cup, and said: 'Come, do not
stand

On these cross humours, suffer, bear, though your great bosom
grieve,

And lest blows force you; all my aid not able to relieve
Your hard condition, though these eyes behold it, and this
heart 570

Sorrow to think it. 'Tis a task too dangerous to take part
Against Olympius. I myself the proof of this still feel.
When other Gods would fain have helpt, he took me by the
heel,

And hurl'd me out of heaven. All day I was in falling down;
At length in Lemnos I strook earth. The likewise-falling sun
And I, together, set; my life almost set too; yet there
The Sintii cheer'd and took me up.' This did to laughter
cheer

White-wristed Juno, who now took the cup of him, and
smil'd.

The sweet peace-making draught went round, and lame
Ephaistus fill'd

Nectar to all the other Gods. 580

A laughter never left
Shook all the blessed deities, to see the lame so deft
At that cup service. All that day, even till the sun went
down,

They banqueted, and had such cheer as did their wishes
crown.

Nor had they music less divine; Apollo there did touch
His most sweet harp, to which, with voice, the Muses pleas'd
as much.

But when the sun's fair light was set, each Godhead to his
house

Addrest for sleep, where every one, with art most curious,
By heaven's great both-foot-halting God a severall roof had
built.

Even he to sleep went, by whose hand heaven is with lightning
gift,

High Jove, where he had us'd to rest when sweet sleep seiz'd
his eyes; 590

By him the golden-thron'd Queen slept, the Queen of deities.

From Madagascar comes the report that the leaf
of the rafia palm produces a wax which promises
to equal that of the bees. The natives beat the
dry leaves on a mat and gather the powder and
particles that fall. These are boiled and the wax
thus obtained is made into cakes of any form.
The wax is said to be very pure.

Pensions.

Annuities for Teachers.

[From advance pages of the forthcoming Report by State Supt. W. W. Stetson, of Maine.]

It is a fact that admits of neither denial nor apology that, in the past, the common school teacher has not been paid a sum large enough to enable her to live respectably and to save from her earnings a sufficient amount to allow her to pass her old age in comfort. Our school year, on the average, is less than one-half the fifty-two weeks, and the salary has been so meager as to have brought a reproach upon the good name of the State. We have a large number of efficient and faithful teachers. Many of them have spent a lifetime in our school-rooms. The quality of our manhood and womanhood has been largely due to their teaching and influence. The men and women of distinction who have remained in the State, or found homes beyond its borders, owe much to the instructors of their youth. They are doubtless grateful for the services rendered, but gratitude will not provide clothing, furnish shelter, or supply food.

There comes a time when the teacher is no longer desired, because she is counted too old to be up with the times. She must retire from the work when it is impossible for her to find remunerative employment in other occupations. She must either become a dependent upon the charity of others, or suffer in silence the horrors incident to a life of poverty. In either case a gross injustice has been done and a trusted servant has failed of reward. These things ought not to be. The State of Maine is not poor. It stands at the head of the class of States listed as "rich," and is close to the group denominated as "wealthy." We cannot afford to refuse these faithful toilers a larger measure of justice.

The matter of providing annuities for teachers is receiving attention thruout the country. It is discussed in newspapers, magazines, and conventions. Pamphlets not a few have been published on the subject of teachers' salaries. One of the best issued up to date is the report of the Committee on Salaries of the Maine Teachers' Association, published in the report of this department for 1905. It is a document treating the matter exhaustively as well as intelligently. The pamphlet has been extensively circulated and quite generally read. The good effect of its appeal is both felt and seen. It is hoped that its influence may extend into the future.

Some of the larger cities and a few States have matured, or are maturing, plans for granting annuities to their teachers. This subject has received but scant attention in Maine. It is suggested that the Legislature, at its next session, take this matter under consideration and devise some plan for repairing, in a measure, the injustices done in the past and guarding against their repetition.

Any teacher who has been regularly employed in the schools of Maine for more than thirty-five years is entitled to a yearly annuity of at least one-third the amount of her average annual salary, provided she has deposited, annually, with the agency paying such annuity, an amount equal to three per cent. of her annual income. As the State has been somewhat responsible for the low salaries paid, it should assume the responsibility of receiving all donations made to the annuity fund and all assessments paid by persons applying for annuities, and should pay six per cent. interest on these deposits, during the time they are in the State treasury. This plan would give the State an opportunity to discharge its obligation, in part;

would reduce the machinery and expense to a minimum, and give every one confidence in the safety of the funds paid in and the efficiency in handling the same. These officials are under bonds and the State would be responsible for the money received.

A citizen of the State has indicated his desire to give several thousand dollars for the purpose of forming a nucleus for an annuity fund. Provisions should be made for receiving and disbursing the income from all such gifts thru the State treasury, as outlined above. It is sincerely hoped that the education committee will take this matter under consideration and frame a law which will be creditable to the State and insure some measure of justice to our teachers.

A strong side light is thrown upon this matter by the action of certain corporations controlling more wealth and using the services of more persons than do some States. These companies have studied the problems of service and salaries with the greatest care. They are demanding that persons who enter their employ shall have had such training as will best fit them to perform their tasks and that they shall begin work as soon as they are mature enough to perform the labor assigned them. They are also discovering that it is of the highest importance that their employes be content to continue in their service for the full period they devote to labor. To aid in ensuring these results, these companies offer opportunities for advancement and give assurances that provision will be made for permitting their faithful servants to spend their last days in comfort and independence. Among the policies which have brought to them a high grade of talent, an increasing degree of efficiency, and a new loyalty to the company served, the pensioning system takes the first place.

If a great industrial plant, whose business it is to earn dividends for its stockholders, finds it a good investment to pension its workmen, how much more must it be for the interest of the State to encourage men and women of the highest order of talent and the most thoro training, to enter the profession of teaching and remain in the service of the schools during the full period they devote to active work.

Pensions for Teachers Endorsed.

At a recent meeting of the Altoona branch of the American Alliance of German-American citizens, the delegates of the various German societies of Altoona passed unanimously the following resolutions:

Whereas, The teaching in our public schools and the profession of teachers, in their relation to our community, the State and the nation has assumed and is assuming an ever-increasing importance, and

Whereas, The preparation of the teachers for their calling, the maintenance in the future requirements for books, decent dress, time, and expense for progressive studies during vacation, necessary to keep up the standard of the schools and the profession of teachers, absorbs entirely the meager salary paid to our teachers, the purchasing power of the salary constantly diminishing by the increasing cost of living, and

Whereas, The State of Pennsylvania cannot and will not retain a sufficient number of efficient and devoted teachers to maintain the high standard of education demanded of our children at present and in the future, which would mean not only the lowering of the earning power of the industrial and agricultural workers of the great State of Pennsylvania, but also the consequent lowering of the moral, the

intellectual, and the esthetic standard of its people; therefore, be it

Resolved, That we, the German born citizens and taxpayers of the city of Altoona, in meeting assembled and represented by our chosen delegates at this meeting, with power to act, urge upon our representative and all the other representatives in the Legislature of Pennsylvania, now assembled in Harrisburg, to speedily pass the act, now before the Legislature, "Providing for Annuities for Teachers, Principals, Supervisors, and Superintendents of the Public Schools," and be it

Resolved, That we, as citizens consider the passage of this act as an absolute necessity for the maintenance and future intellectual material progress of the State of Pennsylvania as a means to attract and retain the necessary teaching talent for our schools, and be it further

Resolved, That the educational committee of the Altoona branch of the American Alliance of German-American citizens, said committee being composed of the Messrs. Paul Kreuspointner, Louis Lamade, editor of the *Volksfuhrer*, and Leonard Geig, are empowered to present the above resolutions to our representative at Harrisburg, and to do all they can to promote the passage of the above mentioned act.

ADAM SCHUELER, President.
RICHARD STAERK, Secretary.

Altoona, Pa., January 30, 1907.

Uniform High School Examinations.

[*Interstate Schoolman.*]

At the High School and College section of the Kansas State Teachers' Association a movement was inaugurated in a quiet and unobtrusive way that if successfully carried out will bring with it momentous consequences to Kansas high schools. This movement is one in the direction of a uniform system of examinations for the high schools of the State. It came up in the form of a resolution from the Central Kansas Association, which met at McPherson at Thanksgiving time. The sum and substance of the matter, briefly stated, is this: Under the system now in vogue, any high school, in order to obtain for its pupils entrance without examination into the State University or into any other college in the State, must cover a certain amount of ground in the branches prescribed for entrance credit. This ground is covered by the small high school as well as by the large one, and is simply a matter of quantity, not quality. Many superintendents and high school teachers would like to have for their own personal satisfaction a means of estimating the quality of their work as measured by a standard set by the University. This would afford an ideal toward which all schools could aspire, a standard to measure up to, and a means of mutual comparison. It would enable a high school principal to discover the fact quickly if his school was covering the ground and not doing it thoroly. Best of all, such a device would have the effect of standardizing all over the State the instruction in certain branches, since there would be a definite criterion to measure up to. This has been the effect of the Regents' Examinations of the State of New York, a system that is producing beneficial results in that State.

The plan tentatively proposed for Kansas was that at the middle and end of each school year a set of examination questions in each of the branches required for admittance to the colleges of the State should be sent out to all the high schools. These questions should be prepared by either the State Board of Education or by the State University, preferably the latter, since in that case it would require no legislative authority or enactment. The questions would be such as to call for so much knowledge of the branch in question as the University might reasonably expect its entering students to have. A

point to be emphasized is that the taking of these examinations would be entirely optional with the individual high schools. Only those schools would take them whose principals and superintendents were anxious to know if their pupils were meeting University requirements in thoroughness and accuracy as well as in ground covered. It is believed that this matter could be handled by the University with very little trouble and expense.

The High School and College section by motion approved the idea. It not only approved but also set the idea in practical motion by appointing a committee, one of whose members is Prof. W. H. Johnson, High School Visitor for the University, to formulate a practical plan for instituting such uniform examinations, the committee to report at the next session of the State Teachers' Association. It is hoped that during the year a workable system may be planned.

Medical Inspection of Schools in the City of Berlin.

By L. R. KLEMM, Specialist in United States Bureau of Education.

The city of Berlin employs thirty-six school physicians. A report, issued in January, 1907, of their work during the school year 1905-6, contains a large amount of valuable information. I glean a few items from this report:

On an average each of these physicians had to examine and partly keep under surveillance 6,257 school children. The chief work of examining is that of children newly entering school at six years of age; their number was 32,902. The number of abnormal children, or those ailing in some way, and hence needing constant surveillance, was 7,335, or three per cent. of the entire number attending the city schools. Every thoro medical examination is done in presence of the child's mother, or some near relative. Cleanliness in the school-houses, outhouses, the heating, ventilation of the school-rooms, and bathing facilities in the basements, are under supervision of these physicians, and hence they imbue "his lordship the janitor" with holy terror.

One of the physicians, Dr. Bernhard, carefully noted the hours of sleep of 6,551 children, and found that those of six and seven years slept 10.20 hours a day, those of seven and eight years, 9.50 hours; those of eight and nine years, 9.25 hours; those of nine and ten years, 9.20 hours; those of ten and eleven years, 9.10 hours; those of eleven and twelve years, 8.55 hours; those of twelve and thirteen years, 8.25 hours; those of thirteen and fourteen years, 7.50 hours. These periods are from thirty minutes to one hour and forty minutes shorter than those noted in Axel Key's requirements. Last year especial attention was paid to the children's teeth. A wholesome effect of this is quite apparent and will be more so in the future. During the year only thirteen classes had to be temporarily closed owing to contagious diseases. In one class-room (of School No. 68) an epidemic of vomiting took place. The physician diagnosed the case as one of hysterics. Threats of severe punishment instantly stopped the epidemic. Very few tuberculous patients were found among the school children, and those found were at once removed and taken care of. In consequence of the earnest solicitations of one of the Berlin school physicians, Dr. Julius Ritter, an outdoor school was established for consumptives, out in the woods away from the city (a so-called *Waldschule*, forest school), where the young patients live, eat, play, learn, and sleep in the open. Most of these children are said to be on the way to complete recovery.

Educational Discussions in the Newspapers

Johnson Criticises Rockefeller.

Says Motive of \$32,000,000 Gift to Education is Sordid—Tells Why.

[New York Tribune.]

CLEVELAND, February 8.—John D. Rockefeller's motive in giving the General Education Board \$32,000,000 is regarded as sordid by Mayor Johnson. The Mayor said to-day that the gift was made merely as a bid for the perpetuation of the special privileges which Standard Oil enjoys. The Mayor also regards it as certain that no educational instruction which pays any particular attention to political economy will receive a part of the gift. Nearly all the other gifts Rockefeller has made to schools and colleges are regarded in the same light by Mayor Johnson.

"What sort of a gift was it, anyway?" the Mayor asked. "Some day it will develop, perhaps, that the special privileges which these railroads enjoy, and which the people are being educated more and more every year to curtail and withdraw, will be threatened. It will result in a sudden squeezing out of the water in these stocks. Then will there go up a cry that these great educational interests dependent upon the returns from these securities are being threatened. A condition will be presented that may have a protective effect for the corporations involved."

Rockefeller's Millions.

[New York Post.]

John D. Rockefeller's gift of \$32,000,000 to the General Education Board—the largest of the kind ever made—is, we believe, money wisely spent. In the first place, all our institutions of learning are confronted with the serious problem of maintaining the efficiency of their teaching force. The recent rapid increase in the cost of living has pressed very hard on teachers of all grades, from the kindergarten to the professional school. Those who have already embarked on the career are keenly pinched; energetic and ambitious young men see little to attract them in a calling which does not promise fair support for a family. If, then, we are to keep our schools and colleges abreast of population and progress, we must raise salaries all round. Thus it is that, in spite of the Carnegie Foundation for the Advancement of Teaching, and in spite of other generous donations to the cause, there has hardly been a time when gifts for education were more needed. Moreover, Mr. Rockefeller's millions are placed in the hands of skilful administrators. The General Education Board is not, from the very nature of its work, a conspicuous institution. It has no building to catch the eye; it merely occupies such offices as a firm of lawyers might hire. But it has the advice of the best experts as to the investment of its funds and the expenditure of the income. Educators are aware that it has already amassed an enormous amount of exact and perfectly classified information in regard to the schools and colleges of this country. If you wish to know the status of any college—the attendance, the resources, the curriculum, the strength of the faculty, the standards of scholarship, the intellectual and moral conditions—the General Education Board can usually furnish the facts, so far as they are to be had. Its administration has won a reputation for discretion and liberality that have warranted this colossal addition to its resources.

Japan's Self-Restrained Attitude.

[New York Mail.]

Whichever side would have the final advantage in the American-Japanese "war"—which is not to come—it is evident that all the present advantages in the matter are on the side of Japan. It is simply insisting on its treaty rights. It is resolute in defense of its own essential quality in the community of nations—an equality already vindicated according to the standards which the nations have set up. It is not going to have its citizens in other lands maltreated by hoodlums in or out of office, as the Chinese have been maltreated. It has a grievance, yet its public men are not losing their heads; all the "war" talk comes from the representatives of the people who have inflicted the injury, not from the representatives of the people who believe they have suffered it.

With the courteous, resolute, and self-restrained attitude manifest on the side of the Japanese to measures themselves by, Americans have abundant occasion to feel ashamed. Public men like Senator Perkins and Richmond P. Hobson are talking about the inevitable "war" with a lightheadedness of which the most ignorant coolie would scarcely be guilty. Thru a defect inherent in our federated scheme of government we are apparently powerless to prevent any State so minded from violating the sanctity of our treaties and shifting the consequence of its lawlessness upon the national government.

With the demonstration the Japanese have given us of their closely knit social system, their unique civilization, and their high military efficiency, there are still Americans in public places to talk about them as "yellow monkeys," and to assume that it is good sense and good politics to act as if they were such.

Hawaii and the Philippines are unfortified and Japan's Pacific armament exceeds our own; yet all the bellicose talk is on our side. So low an order of intelligence and morality has got itself accepted in the public life of California that we see some four score Japanese school children lifted into the proportions of a "yellow peril" and made the object of a campaign as shortsighted as it is mendacious.

These things are happening in America. They could not happen in Japan, because—let us frankly confess it—the Japanese, in some respects, are more civilized than we are. It remains yet to be seen whether their national efficiency is not greater than our own in the important respect of performing their own part in a treaty readjustment which promises to remove the causes of misunderstanding.

It is supposed that Japan would readily assent to a treaty excluding the working classes of each country from emigrating to the other. It is now alleged that our Senate would not ratify such a treaty, because the labor vote here would resent a discrimination against it and in favor of the mercantile or leisured traveler—this, altho the object and effect of such a treaty would be to free it from the competition of Asiatic labor!

Professor Brashear, of the Alleghany Observatory, discovered an enormous sun spot on February 13. He says that it is the largest that has been seen for several years. Its length is about 118,000 miles, and it is 50,000 miles wide. Prof. Brashear says that as a result of this solar disturbance there may be an unusual display of the Aurora Borealis, or interference with telegraphic communication.

The World We Live In.

A weekly department of significant general news notes, conducted by C. S. Griffin, editor of *Our Times*, a model weekly newspaper which is used in many schools for the study of current events.

The Senate Committee on Public Lands has authorized the Secretary of Agriculture to obtain title to the forest of big trees in California, known as "Segnoia Washingtonia."

The Liberal Party of Cuba assert that Governor Magoon has decided to appoint new governors of all the Cuban provinces as soon as the United States Congress adjourns.

The Rev. Dr. John Watson, better known on both sides of the Atlantic as "Ian MacLaren," arrived in New York from England, on February 9.

The New York Chinatown was aglow on the evening of February 11, in honor of the Chinese New Year. The year 2465 according to Confucius, came in at midnight. The Chinese pay their respects to the departing as well as to the coming year. They continue the celebration for about a fortnight with visitings, dinners, and services at the joss houses.

K. Oshima, the Japanese chief of police of the island of Formosa, arrived in New York on February 8. He is on his way home in response to an urgent call from Tokio. Chief Oshima is straight, broad-shouldered, and six feet tall. He has under him a force of ten thousand men. Thirty-five hundred of these are Japanese. They guard three million people.

According to the statistics, the average citizen of the United States consumed about half his own weight in sugar last year. The total amount consumed was 6,500,000,000 pounds. The cost was \$300,000,000. Of this enormous amount of sugar one-fifth was produced in this country, one-fifth was imported from our island possessions, and the other three-fifths came from foreign countries. For the first time more beet sugar than cane sugar was produced.

Charles W. Oldrieve won the world's championship and \$5,000, on February 10, by walking on water from Cincinnati to New Orleans. This is a distance of 1,600 miles. He accomplished it in thirty-nine days, twenty-three hours, fifteen minutes. He walked only in daylight, using cedar shoes four feet five inches long, five inches broad, and seven inches deep. His wife rowed beside him all the way.

B. B. Crowninshield was recently honored by an order from Spanish noblemen to build two boats for the races of San Sebastian and Kiel. He has now won further recognition. He has received the first order for an American boat to race for the Kaiser's Cup, at Kiel.

Revolt in Mexico.

Carter Guerra, who financed the recent revolt in Mexico, has been freed from prison in San Antonio. He spent over \$1,000,000 organizing the revolt, and had property worth another \$1,000,000 confiscated by the Mexican Government. He is now penniless and an exile from his native country. He is not discouraged, however. He says that he can raise

\$10,000,000 for his cause. He has letters from wealthy Mexicans pledging money for the work, which is to be managed from the United States.

Village Swept Away.

A violent storm caused great damage along the Calabrian coast on February 9. A tidal wave swept in upon the fishing village of Marina di Catanzaro, and carried most of it away. The people fled from their homes in terror. The storm was very severe at Messina, where bridges were swept away and railroad communication was interrupted. The crops were destroyed by floods.

Revolt Begun in Venezuela.

General Antonio Parades has been for some time preparing for a revolution against President Castro, of Venezuela. He is said to have captured a number of coast guardsmen and to have impressed them into his service. Later he proceeded with a score of followers toward Maturin, the capital of the State of Maturin. The Government has sent two steamers loaded with troops, to intercept Parades.

A Sportsman's Park.

Gilbert Colgate and Alfred Manierre, of New York, purchased on February 8, about 3,500 acres of land in the Catskills. The tract is on the Eastkill Mountains, in the town of East Jewett. This section is very beautiful and offers the finest views in that region. It is covered with forests and several streams run thru it. It is said that the tract will be converted into a fine park which will be controlled by several New York sportsmen. They will preserve the game and stock the streams with fish.

Theft of Treasures.

An extraordinary burglary was committed in London, early in the morning of February 12. It occurred at the residence of Charles Wertheimer, the well-known connoisseur of pictures and objects of art. The total loss is estimated at more than \$200,000. The burglar entered thru a window of the room in which Mr. Wertheimer kept his collection of snuff boxes and miniatures. He took most of the snuff boxes. He cut from their frames and carried away the portrait of Nancy Parsons, by Gainsborough, and the portrait of the Hon. Mrs. Charles Yorke, by Sir Joshua Reynolds. He also damaged the portrait of Mrs. Fronde, by Sir Joshua, in trying to cut it out of its frame. The burglar is supposed to be a novice, because he left portable and valuable objects and took pictures which, in spite of their great value, will be worth nothing to him unless he can induce Mr. Wertheimer to pay for their return. He left untouched a case of miniatures by such masters as Richard Cosway, George Englehart, and Andrew Plimer. The diamond frames alone of these would have realized \$35,000 or \$40,000. The snuff boxes, of which about eighty were stolen, were splendid specimens of French eighteenth century work.

The burglar carried his booty out of the front door. This caused the alarm bells to ring and woke the household. He escaped before the police could be summoned. Mr. Wertheimer offers \$5,000 for the capture of the thief and the return of the property.

The Shah Yields.

On February 11 the Shah of Persia sent a message to Parliament, granting all the popular demands. Among these was his formal recognition that the country is under constitutional government. Parliament sat all day long awaiting the monarch's decision. Excited crowds surged outside the building. News came to Teheran of fighting at Tabriz, with the report that the people had imprisoned the Governor of Tabriz, seized the arsenal, and closed the Government offices.

So great was the excitement in Teheran that Parliament sent a circular to the foreign legations, warning foreigners to avoid the dangerous quarters of the city. Finally, when the Shah's message put an end to the conflict between the Throne and the Assembly, for the present, the crowds dispersed.

Plea for Starving Russians.

The Russian Secretary of State, Galkine-Vrasskoi, has appealed to the American people, thru the Russian Embassy, for aid for the starving Russian peasants. He says that there is a total failure of the crops in more than nine provinces.

Parliament Opened.

The second session of the second Parliament of King Edward's reign opened on February 12, with imposing ceremony. The King and Queen occupied their thrones. The King read his speech from the throne himself. In it he expressed his sincere gratitude for the sympathy shown by the American people for the victims of the Kingston earthquake, and for the aid promptly offered by the naval authorities of the United States. In several speeches made later, grateful allusion was made to the help rendered by American sailors at Kingston.

John Wanamaker's Country Home Burned.

Lyndhurst, the country home of John Wanamaker, on the old York Road, near Philadelphia, was destroyed by fire on the night of February 8. The fire was started by an electrical iron which one of the maids left on a table. It burned thru the table and set the floor on fire. The flames spread to the wall until the house was a furnace.

The roads were almost impassable from the heavy snows, which made it very difficult for the fire company to reach Lyndhurst. The firemen had to drag the engines thru the snowdrifts. They found the building a mass of roaring flame, lighting up the country for miles around. Every source of water-supply was locked by the ice.

The big, rambling structure of Old English architecture contained art treasures gathered from all parts of the world. Among the things destroyed was Mr. Wanamaker's collection of rare books. Mrs. Wanamaker's collection of china, rare old pottery, rugs and tapestries, and antique furniture, can never be replaced. Many valuable paintings were destroyed. Fortunately, two masterpieces, by the Russian artist, Munkacsy, "Christ before Pilate" and "The Crucifixion," were saved. Mr. Wanamaker himself estimates the damage done at \$1,500,000. He said: "It is terrible to think that the collection of a lifetime has been swept away."

Wreck on the Sound.

A frightful disaster occurred off Watch Hill, R. I., on the evening of February 11. The schooner *Harry Knowlton*, loaded with coal, ran into the Joy Line steamer *Larchmont*. The bow of the coal boat was rammed into the steamer for more than half its breadth. The pounding sea soon separated the vessels, and the water rushed into the big hole in the steamer's side. She began to sink rapidly.

Few of the terrified passengers had time to dress themselves. The bitter cold caused great suffering. Captain McVey and his officers and crew maintained splendid order. They did all that was possible for the suffering passengers. The women were placed in lifeboats, and the men and members of the crew took the unprotected rafts. It is feared that over a hundred perished.

The *Larchmont* sank completely out of sight in the waters of the Sound.

Ex-Governor Higgins Dead.

Frank W. Higgins, ex-Governor of New York State, died at his home at Olean, N. Y., on February 12. Mr. Higgins had been a sufferer from heart disease for more than a year. He had been confined to his bed ever since shortly after the inauguration of his successor, Governor Hughes.

Frank Wayland Higgins was born at Rushford, N. Y., on August 18, 1856. His father was a successful merchant. In his boyhood Frank W. Higgins was ambitious to become a general in the army. He was therefore sent to the Riverside Military Academy, at Poughkeepsie. Here he lost his desire to be a soldier. After his graduation he worked for his father for a few years, and later became a member in the mercantile firm of Wood, Thayer & Co., in Stanton, Mich. Here he laid the foundation of the fortune that ranked him among the richest men of western New York, when he returned to this State and settled at Olean.

In 1894 he became State Senator. In four years he became chairman of the Committee on Finance. He held this position four years, until his election as Lieutenant-Governor. He was nominated for Governor in 1904, and carried into office on the wave that swept Theodore Roosevelt into the presidency.

The funeral services were held on Friday, February 15, at two o'clock, at his residence at Olean.

What Are We Worth?

The United States is not only the wealthiest country on the globe, but its lead over the other countries is increasing every day. As estimated by the census bureau, in a report just sent out, the wealth of the United States was, in 1904, in round figures, \$107,000,000,000. This was an increase of \$18,600,000,000 over 1900. During the four years ending with 1904 the country's wealth expanded by a larger figure than its entire wealth amounted to (\$16,000,000,000) in the year in which Lincoln was first elected, 1860. Yet the United States filled a pretty big place on the map even in 1860. In that year, moreover, the 4,000,000 slaves were counted as merchandise, and entered into this \$16,000,000,000 property valuation. The best British estimates place the wealth of the United Kingdom at about \$50,000,000,000. It ranks next to the United States in this respect, but is far below this country. Germany and France are each a few billions below the United Kingdom.

On the basis of increase from June 30, 1900, to June 30, 1904, the wealth of the United States is about \$119,000,000,000 in these early weeks of 1907. The wealth of the United States is much greater than the combined wealth of the countries which hold the second and third places on the roll. And the gap between us and them is steadily and rapidly broadening. The increase is very much faster than in population. In the 107 years since 1800, while the population of the United States had increased sixteen times, the wealth of the United States has been multiplied 119 times. This is one of the marvels of American expansion.—*Leslie's Weekly*.

National Hymn in Mexico.

The law in Mexico upon the times and places for playing the national hymn is very strict. The idea is to prevent the use of the hymn at bull fights, at theaters, and in other such places, so that it may be held in the most complete respect. Permission of the authorities must be secured to play it or direct orders from them given.

Russo-Japanese Movements.

The Japanese are showing a fine spirit of chivalry toward their foes of the Russo-Japanese war. They are erecting two monuments at Port Arthur to the memory of the Russian and Japanese soldiers who fell in the siege. Near the monument to the Russians, a Russian chapel will be built. It will

bear the inscription: "In Memory of the Heroes who Met Their Death in Defense of Port Arthur."

Schoolship in Distress.

The Pennsylvania schoolship *Saratoga* left Philadelphia for a winter's cruise in the West Indies, with sixty boys aboard. When two hundred miles north of Bermuda, the old war frigate, which was built in 1842, was struck by a northwest gale. The vessel went floundering thru seas that threatened to engulf her. They battered her until a leak was sprung.

Commander Atwater put all hands to work at the pump. He shaped his course for the Delaware Breakwater, where the *Saratoga* was towed into harbor.

Notes of New Books

Paul Carus' very delightful book, *OUR CHILDREN*, is something more than an interesting description and study of childhood. It is a study of parent and child in their innumerable relations. It discusses what these mean and what they should mean to both. Further, it contains valuable hints on how the most may be made of the relations. The dawning of mental life is considered, and wise and timely suggestions are given as how best to aid the little stranger as he enters into the world and gradually advances into those environments which are to have so much to do with his later life. Parents, and teachers, too, may gain many a lesson from the pages of this attractively written and well made book. (Open Court Publishing Company, Chicago.)

Mr. Lew A. Ball, instructor in primary grades in Oakland, Cal., has, from practical experience, worked out a method of teaching reading to beginners. The author's aim has been to follow the natural development of the mind, or rather, to lead the child along this path.

In the *NATURAL READING MANUAL OF INSTRUCTION*, he has laid down the principles upon which his system is based and gives directions for their application. The *NATURAL READING PRIMER* supplies the material which, with the black-board exercises, make up the first year's work called for in the *MANUAL*.

Mr. Ball's plan has much to commend it. It is simple both for teacher and pupil. The avoidance of diacritical marks takes away what frequently proves to be rather a stumbling block than a help. The sentences are such as will interest a child, and are well graded. The use of phonetics and sentence drills are well arranged for presentation to the class.

In short, it is a combination of the sentence, word, and phonetic methods. A selection of the best from each, which in the hands of a competent teacher, should produce excellent results. (Ginn and Company, Boston.)

Dudley Odell McGovney, Fellow in History and Political Science in Columbia University, and formerly a teacher of history in the Philippine Normal School, has prepared for the Philippine Education Series a collection of *STORIES OF LONG AGO IN THE PHILIPPINES*. The work has been done with greatest care, in order to secure historical accuracy. The picture is well presented, and furnishes a readable account of the first contact of these islands with Western civilization. It is well furnished with illustrations and is a fine book for supplementary reading. (World Book Company, New York and Manila.)

Louise Creighton, whose "First History of England" and "First History of France" have made her well known to teachers of history, has added to her work in this line a little volume called *HEROES OF EUROPEAN HISTORY*. Its object is to give a general view of the progress of European history by sketching the lives of the great men who have been leaders of the people in the different lines along which the nations have been advancing. This is a splendid way of presenting history, as a record of men's lives. People are always of interest, and it is thru people alone that historic facts appeal to children. Either as a text-book for regular study or for supplementary reading this volume will be excellent. The illustrations add much to the value of the work. (Longmans, Green & Company, New York.)

Emile Gigault de la Bédollière, who for nearly forty years was connected with the Paris *Siècle*, will probably be remembered longest for his *HISTOIRE DE LA MÈRE MICHEL ET DE SON CHAT*. It is this charming bit of French nonsense that Freeman M. Josselyn has edited for use in American schools. The work is well done and the brief notes are such as will best aid in making the story clear. The vocabulary is well

chosen and the composition exercises furnished are good. It is well suited for class-room work. The illustrations add much to the attractiveness of the little volume. The editor is Professor of Romance Languages in Boston University and a Docteur de l'Université de Paris. (American Book Company, New York.)

Dr. J. W. C. Young, in the opening chapter of his *TEACHING OF MATHEMATICS* calls attention to what has been a current belief for a long time, that mathematics does not require special preparation for successful presentation beyond a thoro mastery of the subject matter. It is this fallacy that has called forth Dr. Young's book. He believes that no subject is more exacting of pedagogical study. After taking up the pedagogy of mathematics and the value of mathematical study the author devotes a chapter to a general discussion of methods and modes, which is followed by chapters describing and considering the claims of special methods. Careful attention is also given to the presentation of the different branches of the study and the special requirements of each. Not the least useful feature of the book are the well arranged bibliographies. Dr. Young's work is truly scholarly and at the same time clear and practically helpful. It will prove of aid to both the experienced teacher and the novice, either for thoro study or as a work of reference. The volume is one of the American Teachers Series of which Dean James E. Russell, of Teachers College, Columbia University, is editor. The author is assistant professor of the Pedagogy of Mathematics in the University of Chicago. (Longmans, Green & Company, New York.)

The reburial of Justice James Wilson in Old Christ Church, Philadelphia, has called the attention to one of the greatest times of our country. Justice Wilson was a signer of the Declaration of Independence, a leader in the United States Constitutional Convention, and Senior Justice of the Supreme Court of the United States. *JAMES WILSON, PATRIOT, and THE WILSON DOCTRINE*, by Lucien Hugh Alexander, a well known member of the Philadelphia bar, have been reprinted in pamphlet form from the *North American Review*. They form a very interesting account of a most interesting man. (For particulars write to the *North American Review*.)

HUMOROUS MONOLOGS, by Mayme Riddle Bitney. Some of the author's best work appears in this book, the selections being very choice and admirably adapted for both amateurs and professional readers. They are decidedly new and interesting. (T. S. Denison, Chicago. 25 cents.)

Received During the Week.

Fairbanks, Arthur.—*THE MYTHOLOGY OF GREECE AND ROME*. D. Appleton & Co.

Jermain, Frances D.—*IN THE PATH OF THE ALPHABET*. Wm. D. Page, Publisher. \$1.25.

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THE SCHOOL JOURNAL

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The Educational Outlook.

No Age Limit.

Principal Francis Brick, of the night school of Bayonne, N. J., is making an earnest effort to have the fullest possible use made of the school. He is endeavoring to have the city pass an ordinance compelling boys and girls who are unable to pass the grammar school examinations of the day schools, and who are unable to attend during the day, to come to the evening sessions.

Principal Brick believes that the State's requirements for school attendance should not be up to a fixed age limit, but until the grammar school examinations can be passed.

Indiana State Course of Study.

Representative Geiger, of Laporte and Porter Counties, Ind., is seeking to have the Legislature pass his bill for agricultural high schools.

In describing the schools which his bill aims to introduce, Mr. Geiger says:

"About one-third of the course of study is devoted to the ordinary high school subjects; one-third to the science related to agriculture and domestic science, etc.; and the remaining third to the sciences and arts or agriculture and domestic science, etc."

"So thoroly are the students of this question convinced of the importance of industrial education in the rural communities and what is essential for making this education effective that, in their opinion, the establishment of secondary schools distinctively industrial in their character and of the type mentioned is an absolute necessity for the proper development and organization of the rural school system. The consolidated school with the inauguration of the agricultural high school constitute the fundamental changes to make in our system of education for the people who are to do our farming and farm home making."

The plan as outlined makes their establishment optional with the taxpayers of the counties.

Study of Penal Code in School.

Pres. Artemus A. Bradley, of the Board of Education of Lockport, N. Y., in his annual report advocates the teaching of portions of the Penal Code in the public schools.

"I am persuaded," he writes, "that it is desirable that at least some of this instruction be imparted by our teachers to innocent children, rather than that it be left for a criminal magistrate to give this information for the first time to a child who stands before him charged with a crime and who has already brought disgrace upon himself and his family."

"I believe that such instruction, which should be brief and not too persistent, would not only benefit many pupils, and injure none, but that the public would be further safeguarded in life and property."

Teachers Visit Legislature.

The teachers' pension meeting, held recently in Chicago, selected the following committee to visit Springfield in the interest of a revision of the pension law: Miss Jane Addams, John T. Ray, Miss Louise Kilborne, Miss Grace Reed.

The amendments which they will urge provide for a sliding scale of assessments, one-half of one per cent. of the yearly salary for the first five years a teacher belongs to the pension association, one per cent. for the next five years, one and one-half per cent. for the next, and three per cent. after fifteen years.

The maximum pension to be paid to be \$400, instead of \$600. All teachers who drop out of the pension association to be refunded half of the amount they have paid.

Mrs. Newhall Explains.

Mrs. C. C. Newhall, principal of the Oriental Public School of San Francisco, has sent a letter to one of the New York dailies as her contribution to the discussion which has attracted so much attention thru the country. The letter was prompted by an article published by the paper.

Here are some extracts from Mrs. Newhall's letter:

Our school has never been a failure at any time of its existence, and the progressive Chinese of this city, notably merchants, bankers, physicians, and some who are in China in high official positions, and who are now working for the betterment of China, owe their education and success to the Chinese public school of San Francisco.

The classes being small and well graded, their instructors have been enabled to give that individual attention so necessary, and so impossible to give to non-English-speaking pupils, in the schools at large, where classes range from forty-five to sixty pupils.

Neither are the promotions in our school limited to the end of the term, as in the other schools of our "School Department," but are made as soon as justified, but I cannot refrain from enlarging upon the achievements in our school of the only Japanese boy, Frank Kobayashi, who saw fit to comply with the instructions of the San Francisco Board of Education, and registered at our school October 16, 1906; he came with a transfer from the seventh grade, and thru the individual attention received from us, he was enabled to complete the work of the seventh and eighth grades, and was graduated to the high school at the end of six weeks, and thus saved the year and a half's time he would have been obliged to have given had he remained in the other school.

Referring again to the article, it states that it is impossible, for three out of four of the Japanese students to attend the "Oriental School," as they are scattered all over the city, a matter of forty square miles, and it is out of the question for them to go far from their homes, owing to the lack of car lines.

In truth, the Japanese are congested within the streets bounded by Van Ness Avenue, Geary, Fillmore, and California Streets, an area of less than one square mile, and as I live, as one might say, next door to this section on Sacramento Street, near Gough, and walk in preference to riding every day to school, it would seem to reasonable minds that able-bodied men, such as most of the Japanese students are, ought to be equal to the same exertion; but, if of necessity, they must ride, there are three car lines in the neighborhood of the school. As to the little ones among the Japanese pupils, the Board of Education agreed to provide special quarters for them near or within the location of the Japanese colony.

Paid to Attend School.

The Juvenile Court of Omaha, Neb., is agitating a plan for paying children who are at present kept from school by the necessity of contributing whatever they can earn to the family support, an equal amount, if they will attend school.

The individual amounts are usually from \$2.50 to \$4.00 per week. Several lodges and fraternal societies have announced their willingness to supply the amount earned by the children of members living or deceased.

The Juvenile Court will have entire charge of all funds for this purpose, if the plan is adopted.

The Rod of Correction.

Jude A. H. Bode, in addressing the Public School Principals' Association of Cincinnati, on "Corporal Punishment," told them of the legality of recourse to the rod as a last resort, and added a word of advice.

"Take it all in all," said Mr. Bode, "the best plan is to lock up the rod, but do not destroy it. For if kindness, moral suasion, and milder punishments have proved ineffectual and you come conscientiously to the conclusion that 'the rod of correction' is the only means left 'to train the child in the way he should go,' you would not be worthy to occupy the sacred place you hold if false sentimentality, notoriety, or fear of man should prevent you from resorting to the rod to lead the boy in the way from which he should not depart even when he is old."

Wisconsin Teachers' Association

The retiring and incoming executive boards of the Wisconsin State Teachers' Association are already busy with plans for the next convention. At the December meeting the general sentiment was in favor of October as the time for the annual meeting. It will probably be arranged thus and effort is being made to secure the closing of the schools during the convention, without salary loss to the teachers.

The committee wish to present an unusually attractive program as they realize that holding the convention in October is somewhat of an experiment. President Eliot, of Harvard, is one of the speakers whom they are most anxious to secure.

M. H. Jackson, of Grand Rapids, enters upon his duties as president in April.

How Newark Stands.

Dr. Addison B. Poland, Superintendent of the Newark, N. J., public schools, has rendered his annual report to the Board of Education.

This is the sixth annual report by the present city superintendent, and completes a series of fifty consecutive annual communications, beginning with that of Stephen Conger for 1857. Therein will be found a consecutive account of the growth, development, and progress of the city's school system from ten schools, enrolling 4,752 pupils and employing seventy-eight principals and teachers, to one enrolling nearly 50,000 pupils and employing nearly 1,200 principals and teachers. During this half century, the population of Newark has increased from 64,000 to more than 300,000.

The report gives 48,974 as the total enrollment for the year. This is an increase of 1,987 over 1905. The average annual increase for the past five years has been 2,216. The average attendance for 1906 was 36,862, an increase of 2,115 over the year preceding.

The following statistics present Newark's accommodation problem:

Number of class-rooms in:	
Courts, hallways, etc	23
Rented annexes	20
Portable buildings.....	7
Unsatisfactory buildings??...	6
Number of children enrolled in:	
Court rooms, etc.....	1726
Rented annexes	782
Portable building.....	309
Unsatisfactory buildings.....	241
Half-day classes.....	1832

Physical Training Teachers for Chicago.

Henry A. Suder, who has charge of the physical training in Chicago schools, will ask the Board of Education for sixteen more teachers.

Sixteen new schools with gymnasiums

will be opened by September 1, and the number of physical culture instructors will doubtless have to be augmented considerably. Teachers of physical culture receive \$1,100 a year, so that the putting on of about a score more will involve an extra expense of more than \$20,000 a year to the Board.

Value of Military Training.

Colonel Larned, of West Point, has brought some serious charges against the character of the general education given children and young men in our schools and colleges. He says the young man is trained "without discipline of body, without trained respect for law, without knowledge of his social obligations to his neighbor or of the greater history of man in the struggle of the masses for light and life and a fair share in the bounty of God's providence. In a majority of cases he has not even acquired what culture professes to give him—disciplined powers of thought."

On the other hand, Colonel Larned believes that the strict discipline of our national military school "trains the mind along a consistent line for the double purpose of clear thinking and effective practical work. It trains the character to discipline of action, habits of subordination to lawful authority, strict personal accountability for word and act, truth telling, integrity, and fidelity to trust, simplicity of life and courage."

Where the Power Lies.

The Teachers' Association of Jefferson County, Ala., has voted to secure legislation empowering the county Boards of Education to elect the county superintendents. This is the outcome of a report of the Association's legislative committee, which recommended such a law.

Prof. S. A. Ellis, led a strong opposition, and two meetings were held before a decision was reached. State Supt. H. C. Gunnels, and Prof. B. F. Crump, strongly supported the committee's recommendation.

The discussion is similar to one now going on in Minnesota.

Schools for Philadelphia.

J. Horace Cook, Superintendent of Buildings of the Philadelphia Board of Education, reports many of the school buildings to be in a deplorable condition.

In his report to the property committee he also states that twenty-three new schools, annexes, and additions are badly needed. The list was prepared with the aid of City Superintendent Brumbaugh, and would involve the expenditure of \$4,945,552.

Mr. Cook said: "The normal growth of the school population in this city is at the rate of about 5,000 pupils per year. Assuming that the Board had at its disposal the amount suggested as being immediately necessary in order to accommodate the children now out of school and those on half time, it would be necessary also for the Board to make provision annually for at least \$1,000,000 for sites and buildings to accommodate the annual increase of pupils in the elementary schools alone. To provide district high schools, for which there is so great and insistent demand, at least \$500,000 must also be appropriated for each of such schools."

Course of Study for Dakota.

The upper house of the North Dakota Legislature has requested the president of the State University, the president of the Agricultural College, the principals of the two normal schools, the president of the Industrial and Manual Training School, the president of the

Academy of Science, and the president of the School of Forestry, to meet the Senate's committee on education. The object is to review the courses of study at the different institutions and devise means to avoid the duplication of work in the different institutions.

The Senate has also appointed a committee to visit the State's educational institutions.

Assemblyman Hiram J. Sedwick, of Armstrong County, Pa., has announced his intention of introducing a bill at the present session of the Legislature which will have for its object the placing of the entire expense of the public schools upon the State, thus doing away with local school taxes.

The San Francisco Board of Education has determined to wipe out high school fraternities in the city's schools. The Board has been aroused to action by the death of a girl, which is said to have been due to disappointment at the treatment she received from the members of one of these secret orders in one of the schools.

The German-American Alliance, of Trenton, N. J., has sent a petition to the Legislature asking it to support and make provision for the carrying out of the recommendations of the Commission on Immigration for the establishment and maintenance of schools for foreign-born citizens.

Senator Slack, of the Indiana Legislature, has advised the teachers of the State to devote their efforts to securing the passage of the \$1,000 liquor license bill.

The school authorities of North Bergen, N. J., are discussing plans to force the gypsies, of whom there are a large number in the vicinity, to send their children to the public schools.

Director G. W. Ehler, of the Public Schools Athletic League, of Cleveland, says that the number of high schools is increasing so rapidly that it will soon be impossible for the team of each school to play the teams of all the other schools. It will then be necessary to adopt an elimination plan, such as is used in New York and Chicago.

State Supt. Fassett A. Cotton, of Indiana, recently gave the following figures to show the growth of consolidation of schools in his State: In 1900 there were in Indiana 108 schools with fewer than five pupils in attendance; 487 schools with fewer than ten; 1,253 schools with fewer than fifteen, and 2,332 schools with fewer than twenty pupils. At this time the record is as follows: Number of schools with an attendance of fewer than five, thirty-nine; schools with an attendance of fewer than ten, 400; schools with an attendance of fewer than fifteen, 1,183; schools with an attendance of fewer than twenty, 2,238; abandoned schools, 763; number consolidated, 350; children transported, 9,006.

A movement has been started in Chicago to have the State rather than the city take charge of the education of the blind, deaf, and deficient pupils of every kind.

The legislators of Minnesota, as represented by the joint committee on education of the two houses, have held a conference with the legislative committee of the State Educational Association and a special committee from the superintendent's section of the Association.

The object was to determine the advisability of securing the passage of a bill which would permit Boards of Education thruout the State to appoint the county superintendents from outside the county.

Superintendent Martindale and members of the Board of Education of Detroit, Mich., are seeking to have \$900,000 appropriated by the city for school purposes. There are three items of \$100,000 each, one for an addition to the Western High School, and the others for the erection of two new high schools.

The Chicago Board of Education, upon the recommendation of Superintendent Cooley, has decided in the future to limit the number of seats to be placed in classrooms, to forty-four.

Assemblyman Hendrickson has introduced a bill in the New Jersey Legislature providing that after a three-year probationary service, no teacher may be dismissed without the presenting of written charges and a hearing with the counsel.

An anomalous condition in the school affairs of Union Hill, N. J., has been brought before the courts for settlement. Two Boards of Education claimed authority. One had been elected by the people and the other appointed by the Board of Council. The former was recognized by the State educational authorities, but the custodian of funds refused to honor their warrants.

Spencerport, N. Y., is proud of the showing made by its high school in the report of State Commissioner of Education Draper, at the conference of Associated Academic Principals of New York State. The percentage of the papers accepted by the State Department at the examination last June averaged 65.8, while those from Spencerport showed a percentage of 80.4. Prin. George B. Marble and Miss Elvira M. True, on whom falls the greatest part of the teaching of academic subjects, are to be congratulated upon their work.

The new twenty-six-room school at One Hundred and Thirteenth Street and Morse Avenue, Chicago, is to be named after Henry George.

In Corning, N. Y., a committee of the Socialist party has drawn up a petition and sent it to the Board of Education requesting that a special election be held for the purpose of voting on the question of free text-books for the public schools.

The Perkins railroad tax act of 1906 has more than doubled the amount which New Jersey will distribute for schools. This year the State will distribute \$7,048,945 to the schools.

The City and Borough Superintendents of Pennsylvania decided at their seventeenth annual convention to ask the State to raise its annual appropriation from \$5,500,000 to \$8,000,000, and that \$200,000 be voted for township high schools in the next two years. E. E. Miller was elected president for the ensuing year.

The Board of Education of Dayton, Ohio, has conferred upon the city superintendent the right of permitting teachers and principals to visit other schools or attend educational meetings without loss of salary. It is required that those taking advantage of this privilege shall make reports of their observations at the school or meeting which they attend.

Recent Deaths.

Alexander Wilson died at his Paterson home on February 11. For nearly thirty years Mr. Wilson was principal of Public School No. 10, Paterson, N. J. He was fifty-nine years old at the time of his death.

Dr. G. M. D. Eckels died last week at his home in Shippensburg, Pa. As superintendent of the Shippensburg Normal School for twenty-one years, he had made his influence felt in educational circles throughout the State. Dr. Eckels was sixty-two years old. He is survived by a widow and three children.

Miss Myra S. Chatterton died on February 11, at her home in Brooklyn. For the past three months she had been connected with the Morris High School of the Bronx, and previous to this had been a teacher of biology in the Girls' High School, Brooklyn.

Miss Chatterton was prominent in the work of the Biology Association of New York, of which she was corresponding secretary. She frequently lectured on subjects of microscopical research. She was born in Acworth, N. H., forty-one years ago.

Brother Benedict, of the Society of Christian Brothers, died recently in Oakland, Cal. Before entering the Brotherhood he was James P. Dooley, a professor in Baltimore. Brother Benedict was born in Ireland, in 1855, and was well known as a writer.

On February 13 Sister Mary Felicitas died at the age of sixty. She was Superioress of the Holy Cross School of Flatbush, L. I. She was of the Sisters of St. Joseph, and had taught in many of the parish schools of Brooklyn. Her family name was Brennan.

Oklahoma School Lands.

The value of Oklahoma's school lands, estimated at \$10 an acre, is \$34,000,000. This calculation was made by Governor Frantz and Secretary Weimer. The Guthrie Leader considers \$12 an acre a fair price.

Applying this new standard of value to the school, college, and public building land and keeping the old standard for lands granted under the enabling act, says the Leader, we have the following showing, which is certainly immense: Common school, 1,413,803 acres, at \$12, \$3,864,084; public building, 315,065 acres, at \$12, \$3,780,780; Oklahoma University, 250,000 acres, at \$10, \$2,500,000; Agricultural and Mechanical College, 250,000 acres, at \$10, \$2,500,000; normal schools 300,000 acres, at \$10, \$3,000,000; University Preparatory, 150,000 acres, at \$10, \$1,500,000; Colored Agricultural and Normal University 100,000 acres, at \$10, \$1,000,000; total, \$35,110,500. Cash appropriation, \$5,000,000. Total, \$40,110,500.

C. A. Bryce, M. D., editor of the *Southwestern Clinic*, in writing of la grippe complaints, says: I have found much benefit from the use of antikamnia tablets in the fever and muscular painfulness accompanying grip. A dozen tablets should always be kept about the house. Druggists speak well of them and so far as our experience goes, we can endorse the above.—*Southwestern Medical Journal*.

In and About New York City.

An examination will be held in the Board of Education Hall on March 4 and 5, for teachers for ungraded classes. Three years' experience is required of applicants, and they must be at least eighteen years old.

The Board of Education at its meeting last week finally passed the resolutions concerning Christmas Exercises which have been before it for some time. The resolutions make no change in regard to the exercises, merely requiring that teachers avoid all sectarian teaching, in accordance with the general principles of the public school system.

The splendid school spirit and class spirit which is coming to be recognized as characteristic of the DeWitt Clinton High School was in evidence at the dinner, last week, of the class of '08. These class dinners are one of the means by which the pupils of the DeWitt have come to feel that their school is something more than a mere treadmill.

The New York Board of Education is congratulating itself upon the fact that Commissioner Adams has consented to remain in charge of the building committee, on which he has rendered such faithful service to the city, and from which he had intended to resign. The heads of the other important committees also remain unchanged.

Examinations for high school licenses will be held by the New York Examiners on April 4 and 5. The subjects are: Commercial branches (women), drawing, forging (men), Italian, library practice (women), machine-shop practice (men), mathematics, mechanical drawing, music, and Spanish. More complete particulars will be announced later.

The annual meeting of the Brown University Teachers' Association will be held at the University on Friday and Saturday, March 8 and 9. There will be three sessions, and the general topics for each will be respectively: "Accuracy in Scholarship and How to Secure It"; "The Higher Education of Women in Rhode Island," and "Departmental Organization of Teaching." As in past years the Association has been very successful in securing prominent persons of the educational world to make addresses, and among the speakers there will be Prof. George B. Baker, of Harvard, Prof. Edward L. Thorndike, and Dr. Julius Sachs, both of the Teachers College, Columbia, Dr. James N. Taylor, President of Vassar College, and a number of local educators.

A Talk on Music.

"The Relation of Music to Education" was the title of an address to the Kraus Alumni Kindergarten Association, given February 9 by Mr. Frank H. Shepard, director of the Shepard Schools of Music, Carnegie Hall, New York City and Orange, N. J.; author of "Harmony Simplified" and other musical works.

Mr. Shepard developed his theme in such a way as to appeal particularly to teachers, showing how the underlying principles of education are applied to music, and how music is, in turn, made to serve important ends in educational work. The subject was treated under two general divisions. First, the use of song as a means of character-building during the earliest years; and second, the use of music both instrumental and vocal, as the means of developing the mental powers, particularly concentration, determination, power of initiative, and strength of character as well as a means of developing the finer qualities of tenderness, sympathy, poise, and all that

goes to make up the higher quality of soul.

Mr. Shepard feels that music is not a mere pastime or accomplishment. It has a deeper significance and higher purpose. It is a great educational force. An instrument for the development of the higher personal qualities whose power is as yet undreamed of by the world. It is a great vitalizer of personality. It is in reaching these qualities that music study of the future will find its greatest office.

The subject of tone quality in speech and song was also discussed, the speaker showing how the thin, childish voice of the young child can in a few weeks be changed to a velvety flute-like quality. Practical illustration of this point was given by Mildred Shepard, nine years old, who stood upon the table to sing for the large audience.

The principle underlying the discussion was that music reaches its full significance only when produced as the expression of a thought or sentiment, in which statement the speaker found the ready sympathy of the Kindergarten teacher. Using music as a means of expressing a thought, it is easy for the teacher to suggest to the child the expression of any desired quality.

Instrumental illustrations of how personal force may be developed thru the study of the piano, were given by Miss Florian Shepard, thirteen years of age, who played a Bach Invention, the Rondo Capriccioso, op. 14, by Mendelssohn, and other selections. Miss Florian shows, in a marked degree, the mental powers claimed for this work.

Mr. Shepard has been asked to repeat the lecture for other teachers' associations, and has also arranged for a course of instruction in the Madame Kraus Training School, covering the child voice and its use in speech and song.

Examination for Music Teachers.

On March 11, a written examination of women for license to teach music in the elementary schools of New York, will be held at the Board's building, Fifty-ninth Street and Park Avenue. The Board of Examiners will be in charge, and will later call the successful candidates for oral examination and demonstration of their ability in handling classes.

The topics for examination are: Musical science, elementary harmony, sight singing, voice training, methods of instruction, piano. An academic examination will be given to candidates requiring it as indicated in section (a) of the qualifications for eligibility above stated.

The qualifications required of applicants are: (a) Graduation from a satisfactory high school or institution of equal or higher rank, or an equivalent academic training, or the passing of an academic examination; (b) the com-

Scrofula

Few are entirely free from it.

It may develop so slowly as to cause little if any disturbance during the whole period of childhood.

It may then produce dyspepsia, catarrh, and marked tendency to consumption, before manifesting itself in much cutaneous eruption or glandular swelling.

It is best to be sure that you are quite free from it, and you can rely on

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pletion of a satisfactory course of professional training of at least two years in music; (c) three years' experience in teaching music, which three years must not include the two years devoted to professional training; or six years' experience as a class teacher teaching music a satisfactory portion of the time, which six years may be inclusive of the years devoted to professional training.

Brooklyn Manual High School.

On Tuesday, February 19, the Manual Training High School of Brooklyn, celebrated its thirteenth birthday. The school started in 1894, in a small rented building to which the present well-equipped and thoroly modern building offers a striking contrast.

The building was open on anniversary day for inspection, and the exhibition of pupils' work attested to the excellence of the course now given. The work of the physics, manual training, and drawing departments was particularly fine.

Equalization of Salaries.

The Board of Education of New York City devoted a large part of its meeting on February 13 to the consideration of the salary question. There was a remarkable spirit of unanimity among the commissioners. They all appeared ready to make a careful investigation of present schedules, and to meet the teachers and have the matter thoroly discussed.

If this investigation should reveal unfair discrimination or injustice in the present rates of compensation, they would probably be willing to do all in their power to rectify it.

With this in view, the Board adopted resolutions urging its members to attend the conference which the Schoolmen of New York had arranged for February 21, at which delegates from the various teachers' organizations were to discuss the subject.

Commissioner Abraham Stern expressed himself very forcibly, and the hearty applause which he was accorded seemed to indicate the approval of the other members of the Board.

"While we are all in sympathy with the teachers and recognize the great work they are doing," he said, "it is well, occasionally, to look back and see whether

the teachers may not be justly subjected to criticism. I do not believe in continually lauding the teacher. This going to the Legislature and demanding mandatory legislation is wrong in principle. It is interference with the Government of the city and in this case will entail an enormous increase in taxes.

"No matter in how liberal a manner you treat the teachers, they take advantage of you. The courts are flooded with suits. The Gunnison case, or Pettingill suit, won on a pure technicality, cost the city \$600,000. The graduating class teachers have taken advantage of a technical error in transcribing the schedules to file claims for \$200,000. Such actions are outrageous, inequitable, and unjust. I tell you, the teachers have taken every advantage possible to mulct the city of New York. Now is the time to call a halt.

"If you adopt this principle of equal pay for equal work you will effeminize our public schools. In the higher grades the work done by a man cannot be done by a woman. That work is not merely the assigning of lessons, the hearing of recitations. It is the broader influence which the man has upon the boy. I am willing to 'get together' with the teachers and consider their requests. If we deem them proper, let us so state, and then go to the proper authorities, the Board of Estimate, and tell them we have gone into the whole question and recognize the justice in the demands, and say that we will require, say, \$3,000,000 or \$4,000,000, to put the more just schedules in operation. But let us not again vote for any proposed schedules pending a future appropriation."

The Board unanimously adopted resolutions denouncing the McCarren bill for the equalization of salaries, and authorized the committee on by-laws and legislation to take whatever steps it might deem necessary to secure its defeat.

Chairman Green, of the Finance Committee pointed out the danger of adopting new schedules before sufficient appropriations for putting them into effect were assured. He said he would never consent to an increase in teachers' salaries "under the whip of the Legislature."

The equalization of the salaries of special teachers, which was to have been considered at this meeting, was postponed until some general policy could be decided upon.

Public Lectures.

Among the more important of the lectures scheduled for the coming week are the following:

SUNDAY, FEBRUARY 24.

"Patriotic Songs of America," by Miss Charille Runals, at Public School 83, 216 East 110th Street.

MONDAY, FEBRUARY 25.

"The New York Nautical School," by Commander G. C. Hanus, of the *St. Marys*, at Public School 159, 241 East 119th Street.

"Characterization by Music," by Dr. Henry G. Hanchett, at DeWitt Clinton High School, Tenth Avenue and 59th Street.

"The Care of the Eyes," by Dr. Edward G. Coburn, at Public School 188, Lewis and East Houston Streets.

"Insects and Their Relations to Man and Other Animals," by Dr. John B. Smith, at St. Luke's Hall, Hudson and Grove Streets.

"George Washington—the Man," by S. T. Willis, at Public School 14, 225 East Twenty-seventh Street.

TUESDAY, FEBRUARY 26.

"Democracy in Action in the United States," by John Martin, at West Side Neighborhood House, 501 West Fiftieth Street.

"Across South America," by Alvah D. James, at Alfred Corning Clark House, Cannon and Rivington Streets.

"The Dictionary and Its Use," by William Curtis Stiles, at St. Cornelius' Church, 423 West Forty-sixth Street.

"Growth and Development of Political Parties—Republicans vs. Democrats," by Miss Jennie M. Davis, at Judson Memorial Hall, Washington Square South.

"The Principles of Expression in Music," by Mrs. Mary Gregory Murray, at University Settlement, 184 Eldridge Street.

WEDNESDAY, FEBRUARY 27.

"The Contribution of the Schools to the Republic," by Dr. William H. P. Faunce, president of Brown University, at Cooper Union, Third Avenue and Eighth Street.

"Simplified Spellings," by Col. Charles E. Sprague, at Y. M. C. A. Hall, 5 West 125th Street.

"Taxation," by Dr. Walter E. Clark, at New York Public Library, 66 Leroy Street.

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THURSDAY, FEBRUARY 28.

"Turkey and the Turks," by Dr. Edwin M. Bliss, at Public School 51, West Forty-fourth Street, near Tenth Avenue.

"History of Architecture as Seen in New York City Buildings," by Joseph M. Tilden, at Public School 46, 156th Street and St. Nicholas Avenue.

"American Paintings," by Dr. George Kriehn, at Public School 62, Hester and Essex Streets.

"The Evolution of Kindness," by Herbert N. Casson, at Public School 82, Seventieth Street and First Avenue.

"The Prevention of Consumption," by Dr. John Huber, at Public School 119, 133d Street and Eighth Avenue.

"Art and Life," by Dr. Daniel A. Huebsch, at Public School 166, Eighty-ninth Street and Columbus Avenue.

"The Uses of Iron and Steel in Machine Shops, Bridges and Other Great Engineering Structures," by Prof. Bradley Stoughton, at Hebrew Technical Institute, 36 Stuyvesant Street.

FRIDAY, MARCH 1.

"Education as Related to the History of Civilization—The Middle Ages, or Faith vs. Political Organization," by Prof. Earl Barnes, at Wadleigh High School, 115th Street and Seventh Avenue.

"Japanese Life and Customs," by Masujiro Honda, at Public School 30, 224 East Eighty-eighth Street.

"The World's Present Crisis—International Arbitration," by Mrs. Lucia Ames Mead, at Public School 157, St. Nicholas Avenue and 127th Street.

"Economics and Human Welfare," by Prof. James Walter Crook, of Amherst College, at West Side Neighborhood House, 501 West Fiftieth Street.

SATURDAY, MARCH 2.

"Journeys About Home—Roadsides, Fields, and Forests," by Dr. Edward F. Bigelow, at Public School 1, Henry and Catherine Streets.

"Electricity and Electrical Energy," by Dr. William McKay, at the Museum of Natural History, Seventy-seventh Street and Columbus Avenue.

"Educational Problems of To-day—Our Negroes and Indians," by Prof. Earl Barnes, at Board of Education, Park Avenue and Fifty-ninth Street.

"The Far Eastern Question—The White Peril," by Elwood G. Tewksbury, at Cooper Union, Third Avenue and Eighth Street.

"Chemistry—Introductory Lecture," by Prof. N. A. Dubois, at St. Bartholomew's Lyceum Hall, 205 East Forty-second Street.

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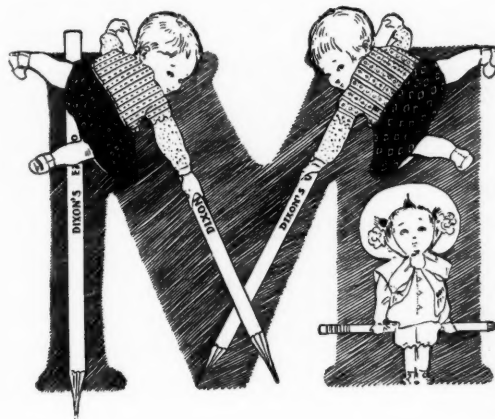
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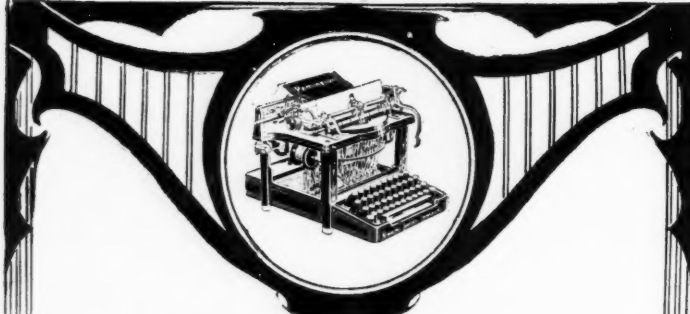


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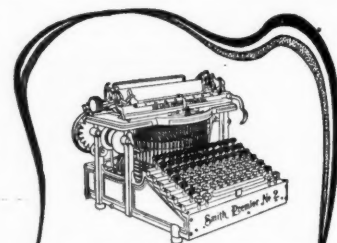


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